DOCUMENT RESUME

ED 471 117 EF 006 144

TITLE	Annual Report on the Condition of Connecticut's Public Schools.
INSTITUTION	Connecticut State Dept. of Education, Hartford.
PUB DATE	2001-06-00
NOTE	68p.
AVAILABLE FROM	For full text: http://www.state.ct.us/sde/dgm/sfu/reports.htm.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	EDRS Price MF01/PC03 Plus Postage.
DESCRIPTORS	*Annual Reports; *Educational Facilities; School Construction; State Surveys; Tables (Data)
IDENTIFIERS	*Connecticut

ABSTRACT

This is the third annual report on the condition of Connecticut's public school facilities required pursuant to Section 10-220 of the Connecticut General Statutes. The data in this report reflect the responses of school district officials to various survey questions. Summary data are discussed in fairly broad categories--education reference groups (ERGs) and school types (elementary, middle, and high). Following a discussion of current construction activity and cost estimates, over 40 data elements gathered for each school are subdivided into the following groups: general building conditions, appearance and upkeep, building service systems, dedicated specialty areas, size and capacity, and local facility planning and maintenance. The report also offers a comparison to data from previous years. (EV)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 471 117

Annual Report on the Condition of Connecticut's Public Schools

Connecticut State Department of Education

June, 2001

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
Marsha J. Howland
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
1

EF 006 144

Full text available at:
http://www.state.ct.us/sde/dgm/sfu/reports.htm

BEST COPY AVAILABLE

Foreword

This is the third in the series of reports on the Condition of Connecticut's Public School Facilities required pursuant to Section 10-220 of the Connecticut General Statutes, which reads in part:

> Each local or regional board of education shall maintain good public elementary and secondary schools, . . . shall report annually to the Commissioner of Education on the condition of its facilities and the action taken to implement its long-term school building program, which report the commissioner shall use to prepare an annual report that he shall submit in accordance with section 11-4a to the joint standing committee of the General Assembly having cognizance of matters relating to education; . . .

The format has been modified from the previous year in two ways. First, the printed version has been reduced in size by omitting the school-by-school tables. These tables are published on the State Department of Education website at www.state.ct.us/sde/dgm/sfu/index.htm in pdf format. The second change is the addition of several tables and accompanying text comparing the results of this year's survey to the original data filed in 1998.

School construction has taken a more prominent place on the education agenda in many states over the past few years. It is receiving increased national attention as well. Here in Connecticut over $5 billion of school improvements will have been authorized under the state's new progress payment program since it began in 1997, if applications received from school districts requesting legislative approval in 2001 are approved.

Despite the magnitude of the construction that is underway or being planned, the thousand buildings that make up Connecticut's public school infrastructure will not change dramatically as a group in any single year. It often takes three to five years to conceive, authorize, fund, plan and carry out a large project. The tremendous amount of school construction authorized in recent years is now beginning to show up in the reported school conditions, and the trend toward improving school conditions should continue as more of the work is completed.

The data in this report reflect the responses of school district officials to the various survey questions. As with any survey that calls for judgment on the part of the respondents, there is a subjective element that, in turn, calls for some caution on the part of the reader in drawing conclusions about any single school or town, or in comparing individual schools and/or towns with each other.

Theodore S. Sergi
Commissioner of Education

Highlights

- ☑ Addition of tables summarizing the survey results for 1998 through 2000 allows for comparison and shows improvement over time.

- ☑ Removal of the lengthy school-by-school tables from the printed report. (These tables are available on the State Department of Education website at www.state.ct.us/sde/dgm/sfu/index.htm.)

- ☑ State and local government in Connecticut continue the significant commitment to school improvements initiated in the previous decade. Including the $1.3 billion in projects pending authorization during the 2001 legislative session, a total of $5.3 billion will have been authorized since 1997 under the state's progress payment grant subsidy program.

- ☑ About three-fifths of all school facilities have been constructed or renovated within the past ten years or are awaiting completion of a major renovation project.

- ☑ The impact of the construction work completed over the past few years can be seen in the school ratings improving in virtually every area.

- ☑ Technology continues to register the strongest growth. Technology infrastructure, which measures the building's capacity to accommodate technology and communications, and education technology, which focuses on the actual usage of hardware/software/ communication devices in classrooms, again showed the most improvement. Over 65 percent of facilities reported reasonably adequate or better technology infrastructure in 2000 compared to 37.3 percent in 1998. For education technology usage, the percentage of facilities with reasonably adequate or better ratings improved from 41.3 percent to 59.9 percent over that period.

- ☑ The average age for elementary schools is 49 years, significantly higher than high schools and middle schools, both of which average 39 years. The elementary schools in the state's neediest districts remain the oldest and the most likely to have gone the longest without major refurbishing.

- ☑ High schools still tended to report more and better accommodations for dedicated specialty areas than either middle or elementary schools. Elementary schools, many of which serve very small enrollments, were far more likely to report no dedicated space for features such as art rooms, music rooms, gymnasiums and cafeterias.

- ☑ As the enrollment growth spurt of the 1990s moves up from elementary and middle grades to secondary levels, excess capacity at the high school level is declining. One result of this is an increase in the number of projects with costs ranging from $50 to $90 million to build new high schools or complete major expansions/renovations at existing ones.

Section 1
Current Construction Activity and Cost Estimates

Public school infrastructure is now a major national issue. Enrollment growth to a new national high, creeping age of the original baby boom schools of the 1950s and 1960s, and new demands for technological upgrading, class size reduction, capacity for 3- and 4-year-old readiness programs and full-day kindergarten are among the reasons that a total price tag for needed school construction in the United States has been estimated to exceed $200 billion. Add to that a recent outburst of environmental issues, most notably air quality related, and it becomes clear that facility needs will remain a key agenda item at local, state and national levels.

Connecticut continues to maintain a strong construction financing program. The state subsidy program that funds over 50 percent of school building costs (based on an equalized 20 to 80 percent sliding scale) has been in place since 1979. Significant recent changes include the following:

☑ 100 percent state funding for interdistrict magnet schools

☑ releasing the state share of costs through progress payments over the life of the project, reducing the amount that local districts have to borrow up-front and eliminating the need for state interest subsidy grants

☑ increased state participation in the cost of renovations when an older building is completely retrofitted to like-new condition

☑ bonus provisions increasing the basic reimbursement rate as follows:

- ✓ 10 percent for a cooperative school used by two or more districts
- ✓ up to 10 percent for the construction of additional space for out-of-district students participating in the state's voluntary choice programs
- ✓ 10 percent for lighthouse schools
- ✓ 5 percent for new school readiness space
- ✓ 5 percent for class size reduction space and early reading program space

Combined with the primary construction needs resulting from a decade of enrollment growth and the aging of existing facilities, these factors have produced record levels of school construction authorizations in Connecticut over the past several years. Including the $1.3 billion pending authorization during the 2001 legislative session, a total in excess of $5 billion has been brought forward since 1997. Eighty-five to ninety percent of that amount is targeted for major renovations, building additions or new schools.

The state appropriation for previously authorized school construction has tripled in five years and will reach $500 million annually within the next year or two. This increase reflects the growth in construction activity but is also the result of the change to progress payments in 1996-97. Over the near term (five to seven years), paying off the state share of local debt service on pre-1997 projects while making progress payments for all newer projects will

Section 1
Current Construction Activity and Cost Estimates
(continued)

increase the annual amount of state funding needed. These higher annual authorizations should begin to level off in the mid term (eight to ten years) after which the state will begin to save significantly on the annual cost of its long-term debt for school construction as the total amount of indebtedness declines.

As detailed later in Section 6, the need for space at the middle and particularly high school levels has given rise to a number of very large projects. Costs in excess of $50 million for a single project - whether a new school or a total renovation/expansion of an existing school - are not uncommon. However, these higher costs are also making it more difficult to obtain local funding approval for many projects. Delays in projects moving ahead and the scaling back of some projects and town-wide construction initiatives are becoming more common and are keeping down the anticipated state grant levels somewhat.

Table 1 summarizes the approximate numbers of facilities that have been constructed or renovated in the past decade. While only 5 percent of existing facilities were built during the past ten years, 37 percent underwent significant building additions and renovations during that period. Another 18 percent are under construction, authorized to go forward, or are awaiting legislative authorization. There are also 46 new school projects (not part of the 1,008 existing schools) in some phase of the application/construction process.

Table 1

06/2001

Summary of Public School Facilities Renovations * and New Construction

Schools by Education Reference Group (ERG)

	Total	A	B	C	D	E	F	G	H	I	Other
Total public school facilities reported (including magnets, charters, alternative schools and special facilities.)	1,008	51	134	104	120	45	144	54	152	173	31
Facilities constructed during past decade.	48	1	5	4	6	4	3	8	5	10	2
(% of total)	5%	2%	4%	4%	5%	9%	2%	15%	3%	6%	6%
Facilities with major renovation projects underway, authorized, or pending legislative approval.	186	18	20	33	12	7	35	4	14	39	4
	18%	35%	15%	32%	10%	16%	24%	7%	9%	23%	13%
Facilities that have had major renovations during past decade.	377	26	59	35	52	30	41	19	57	47	11
	37%	51%	44%	34%	43%	67%	28%	35%	38%	27%	35%
Facilities reporting last major renovation within 11 to 20 years.	99	3	19	6	5	4	14	8	23	10	7
	10%	6%	14%	6%	4%	9%	10%	15%	15%	6%	23%
Facilities with no major renovations reported in past 20 years.	298	3	31	26	45	0	51	15	53	67	7
	30%	6%	23%	25%	38%	0%	35%	28%	35%	39%	23%
Number of new facility projects underway, authorized, or pending legislative approval (not included in 1008 existing facility count)	46	7	5	8	5	2	5	1	5	3	5

* In most cases we can confirm from school construction records that the renovation status reported by a district is accurate. In some instances our records show that the work done may not have been extensive enough to upgrade all facets of a building, but the district lists it as a renovated facility. We have accepted the district's judgement in such cases.

BEST COPY AVAILABLE

Of the existing schools, about three in ten (298) have not undergone a major facility renovation since 1980, if at all. While it is possible that some of these facilities have been maintained in top condition through a series of smaller projects and effective long-term maintenance programs, it is more likely that over the next decade, these will be the buildings that come due for major retrofitting or in some cases replacement. Based on current construction costs, it would likely cost an additional $4 to $5 billion to renovate and expand most of these facilities and replace some of them.

If districts were to seek authorization for this work over a five-year period, it could add $1 billion in new authorizations each year. If, on the other hand, projects were to be submitted over a ten-year period, the annual amount would be closer to $500 million, unadjusted for inflation. The number of major construction projects for the ten-year period 1989 to 1999 averaged about 40 per year. While this points more to a ten-year timeframe, it must be noted that for 2000 and 2001 districts submitted nearly double the usual number of major projects. Unfortunately, there are too many factors that can impact local and state decision-making to forecast with any certainty the rate of construction activity out five to ten years. For example, any drastic change in economic conditions affecting state or local tax bases would impact those decisions. Barring that type of event, a continued high level of activity is likely for the next several years.

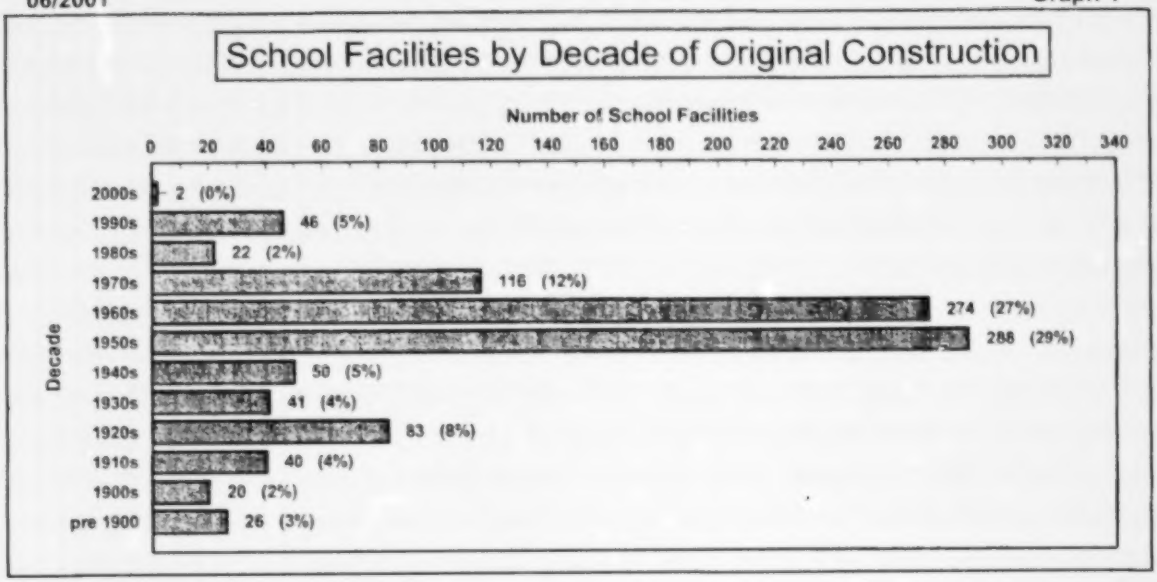
The table also breaks out the facilities by Education Reference Group (ERG). (See Appendix A for a complete listing of towns by ERG. ERGs cluster similar towns for comparative purposes based on a series of socio-economic factors. ERG A reflects towns with the highest resources and lowest needs, with ERG I being the neediest.) Two ERGs stand out significantly from the rest. ERG E, which is made up of small rural districts with a combined total of 45 schools, reports over 90 percent of its facilities as recently constructed, renovated or in the queue for such work. These communities experienced somewhat higher-than-average enrollment growth this decade and often have only one school facility. This may account in part for the high rate of facilities undergoing major construction renovations during this period.

ERG I, on the other hand, stands out as having the highest number (67) and percentage (39 percent) of facilities not renovated since 1980. It should be noted, however, that in 1999, ERG I reported 85 such facilities, nearly 50 percent of its totals. For example, New Haven is now well into the implementation phase of a plan to upgrade all of its facilities. Hartford has just completed such a study and is entering the planning and implementation phase.

Section 2
General Building Conditions

Not surprisingly, most public school facilities do not change dramatically from one year to the next. It tends to take several years for a major project to be conceived, authorized, planned and carried out. This is particularly true of the major building characteristics such as age, use, date of last expansion/renovation and so on. The graph below and the table on the following page do not show any significant changes from the prior two publications of the report.

Graph 1 shows the number and percentage of schools built in each decade of this century as well as those built prior to 1900. Not surprisingly, the vast majority of schools were built from 1950 through about the middle of the 1970s. Two of every three schools currently in use were built during this baby boom period. Fewer than one in ten schools have been built since then.


School Facilities by Decade of Original Construction
Number of School Facilities
0 20 40 60 80 100 120 140 160 180 200 220 240 260 280 300 320 340
Decade
2000s 2 (0%)
1990s 46 (5%)
1980s 22 (2%)
1970s 116 (12%)
1960s 274 (27%)
1950s 288 (29%)
1940s 50 (5%)
1930s 41 (4%)
1920s 83 (8%)
1910s 40 (4%)
1900s 20 (2%)
pre 1900 26 (3%)

Section 2
General Building Conditions (continued)

Table 2A looks at the age of elementary, middle and high school facilities by Education Reference Group (ERG). As far as the year of original construction goes, the average for elementary schools is pretty consistent in the mid- to high-forties across all ERGs, except ERG I which carries an average age of 60 years. The average age for high schools and middle schools (39 years) is about 10 years less than for elementary facilities and is in keeping with the baby boom population reaching those grade levels several years after reaching elementary school age. Also, the use of middle schools is relatively new and may account in part for the age difference.

In many cases, the year of initial construction is probably not a reliable indicator of a building's current condition, although it may be helpful in assessing the likelihood of a facility coming due for renovation and/or retrofitting. For facilities older than 20 years, the timing of a facility's latest major renovation is probably a more useful measure of its present condition. Table 2A also provides the average age of the last reported renovation for each facility by school type and ERG.

Average Age of School Facilities Based on Original Year of Construction and the Year of Most Recent Major Renovation

Elementary Schools

ERG	Number of Schools	Average Age of Schools	Average Age Since Last Major Renovation
Statewide	648	49	20
Group A	31	47	12
Group B	88	47	16
Group C	64	48	18
Group D	77	43	20
Group E	27	44	9
Group F	95	49	26
Group G	34	50	17
Group H	105	46	18
Group I	127	60	27

Middle Schools

ERG	Number of Schools	Average Age of Schools	Average Age Since Last Major Renovation
Statewide	169	39	16
Group A	11	42	8
Group B	27	38	14
Group C	20	39	18
Group D	22	35	17
Group E	9	47	8
Group F	26	44	15
Group G	9	28	15
Group H	24	35	19
Group I	21	41	22

High Schools

ERG	Number of Schools	Average Age of Schools	Average Age Since Last Major Renovation
Statewide	163	39	15
Group A	9	35	18
Group B	18	40	9
Group C	20	35	15
Group D	20	35	11
Group E	9	47	11
Group F	20	41	16
Group G	11	35	14
Group H	17	44	18
Group I	22	36	18
VT Schools	17	39	15

Statewide

ERG	Number of Schools	Average Age of Schools	Average Age Since Last Major Renovation
Statewide *	980	46	18
Group A	51	44	12
Group B	133	44	14
Group C	104	44	17
Group D	119	40	18
Group E	45	45	9
Group F	141	47	22
Group G	54	43	16
Group H	146	44	18
Group I	170	55	25
VT Schools	17	39	15

* Does not include alternative/other school data.

BEST COPY AVAILABLE

Section 3
Appearance and Upkeep

The eight facility appearance and upkeep items surveyed continue to receive the highest ratings as a group and, for the most part, individually. The most recent survey shows 79.9 percent of all responses carry a rating of reasonably adequate or better. This is up 2 percent over 1999 and 2.9 percent over 1998, the first year of the survey. (See Table 3A.)

A rating of less than adequate was assigned 3.8 percent of the time, down from 4.5 percent last year and 5.0 percent in the original survey. While not dramatic, these figures seem to reflect a general level of improvement as more facilities undergo major refurbishing or improvements to existing areas or features within the school.

Districts in ERGs H and I and the vocational-technical schools have registered improvements, although ERG I schools are still the lowest rated overall. It seems likely that some of the gains are attributable to the availability of additional state funding in both the vocational-technical schools and the priority school districts to address deferred maintenance and minor capital repairs.

While there was a fair amount of consistency in the ratings across all eight appearance and upkeep items, the lowest scores were assigned to two items: code compliance and lavatories/fountains.

Code compliance maintenance was rated above adequate only 74.2 percent of the time versus 79.7 percent for all eight items. Lavatories/fountains receive the better ratings only 73.3 percent of the time. In addition, code compliance was the most likely area to be reported as below minimal standards receiving a less than adequate rating in 10 percent of all schools.

The item-by-item tables on pages 10-17 include charts that allow comparisons of appearance and upkeep results for elementary, middle and high schools. For each item, the accompanying charts show very similar patterns regardless of school level, an indication that appearance and upkeep conditions are unrelated to the grade range of the facility.

06/2001

Percentage of Schools Rated
Reasonably Adequate or Better By Survey Item
1998, 1999 and 2000 With Cumulative Change

Table 3A

School Maintenance Features

Survey Item Description:	1998 %	1999 %	2000 %	Cumulative Change
Building Facade	82.4	83.8	84.9	2.5
Grounds/Landscaping	77.8	79.2	80.7	2.9
Classrooms	75.5	76.6	79.5	4.0
Lavatories/Fountains	70.0	71.4	73.2	3.2
Entrance/Hallways	83.0	83.2	84.5	1.5
Lighting/Fixtures	79.1	81.7	83.8	4.7
Cafeteria	78.5	77.5	78.3	-0.2
Code Compliance	69.7	70.0	74.1	4.4
Average for School Maintenance Group	77.0	77.9	79.9	2.9

06/2001

Condition of Facilities: Appearance and Upkeep
Summary of Responses by Survey Item
Total Schools (N = 1008)

Table 3B

Number and Percentage of Schools Reporting a Building Feature to be:

	Well Above Adequate		Reasonably Adequate		Minimally Adequate		Less Than Adequate		Not Included in Facility	
Survey Item Description:	#	%	#	%	#	%	#	%	#	%
Building Facade	302	30.0%	551	54.7%	125	12.4%	30	3.0%	0	0.0%
Grounds/Landscaping	228	22.6%	584	57.9%	163	16.2%	33	3.3%	0	0.0%
Classrooms	207	20.5%	594	58.9%	182	18.1%	25	2.5%	0	0.0%
Lavatories/Fountains	188	18.7%	550	54.6%	230	22.8%	40	4.0%	0	0.0%
Entrance/Hallways	299	29.7%	551	54.7%	138	13.7%	20	2.0%	0	0.0%
Lighting/Fixtures	275	27.3%	569	56.4%	139	13.8%	25	2.5%	0	0.0%
Cafeteria	275	27.3%	509	50.5%	118	11.7%	30	3.0%	76	7.5%
Code Compliance	306	30.4%	442	43.8%	159	15.8%	100	9.9%	1	0.1%
Total Responses	2080	25.8%	4350	53.9%	1254	15.6%	303	3.8%	77	1.0%

BEST COPY AVAILABLE

06/2001

Condition of Facilities: Appearance and Upkeep
Summary of Items Rated Reasonably Adequate Or Better by Education Reference Group(ERG)

Table 3C

Education Reference Group (ERG)	Total Schools	Count of Schools Based on Number of Items Rated Reasonably Adequate or Better									At least 5 features rated reasonably adequate/better	
		8 of 8 Items	7 of 8 Items	6 of 8 Items	5 of 8 Items	4 of 8 Items	3 of 8 Items	2 of 8 Items	1 of 8 Items	0 of 8 Items	Schools	%
A	51	31	10	4	1	1	1	1	2	0	46	90.2%
B	134	76	36	8	2	5	3	2	0	2	122	91.0%
C	104	48	17	15	8	3	5	1	1	6	88	84.6%
D	120	50	24	11	13	6	4	6	5	1	98	81.7%
E	45	29	3	4	5	0	3	0	0	1	41	91.1%
F	144	76	19	17	11	6	5	4	5	1	123	85.4%
G	54	24	9	9	0	5	5	1	0	1	42	77.8%
H	152	56	49	16	12	5	1	6	4	3	133	87.5%
I	173	54	22	17	15	12	16	16	12	9	108	62.4%
VT Sch.	17	5	11	1	0	0	0	0	0	0	17	100.0%
Total Schools	994 *	449	200	102	67	43	43	37	29	24	818	82.3%
Percent of Total Schools	100%	45%	20%	10%	7%	4%	4%	4%	3%	2%		
Cumulative Percent		45%	65%	76%	82%	87%	91%	95%	98%	100%		

* Does not include 14 schools that could not be assigned to an ERG.

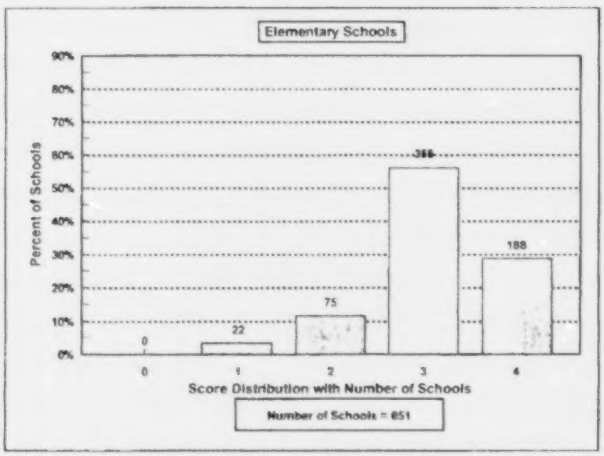
Building Facade:

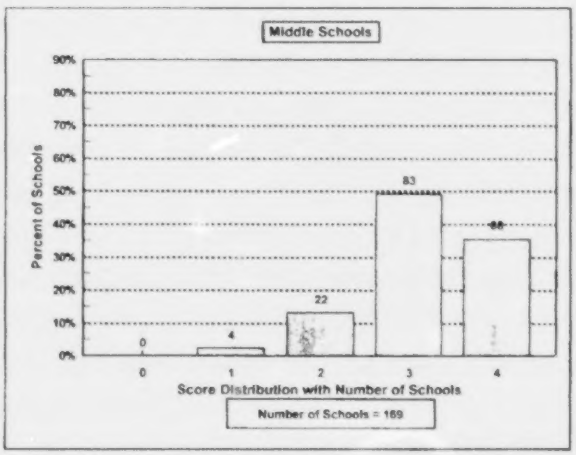
Districts were asked to rate each item on a scale of 0 to 4 as described in the summary table below. The survey instructions included the following description of a facility that can be considered for a rating of 4.

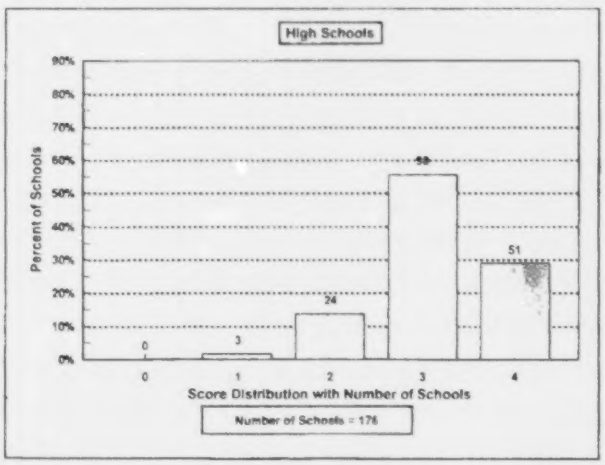
The facility is in sound condition, and there are no broken windows. The exterior is clean, bright, neat in appearance and free of graffiti, damage and vandalism. Instances of graffiti, damage and vandalism are promptly corrected.

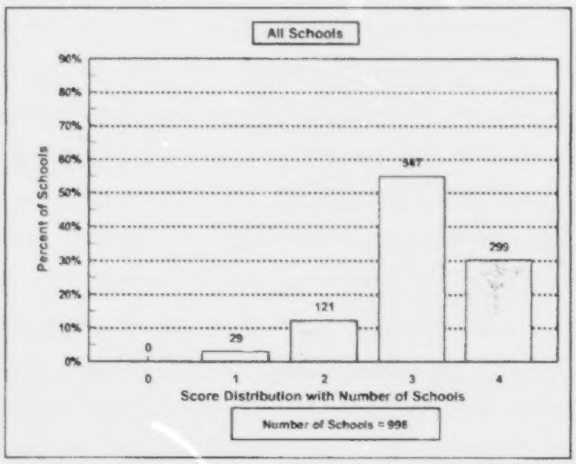
SUMMARY TABLE

Rating	Description	Elementary Schools	Middle Schools	High Schools	All Schools
0	Not included in Facility	0	0	0	0
1	Less than adequate	22	4	3	29
2	Minimally adequate	75	22	24	121
3	Reasonably adequate	366	83	98	547
4	Well above adequate	188	60	51	299
	Total responses	651	169	176	996
Percent of responses rated 0 or 1:					
	Building Facade	3.4%	2.4%	1.7%	2.9%
	All appearance/upkeep items	5.1%	3.6%	3.9%	4.6%
Percent of responses rated 3 or 4:					
	Building Facade	85.1%	84.6%	84.7%	84.9%
	All appearance/upkeep items	79.8%	80.7%	79.5%	79.9%









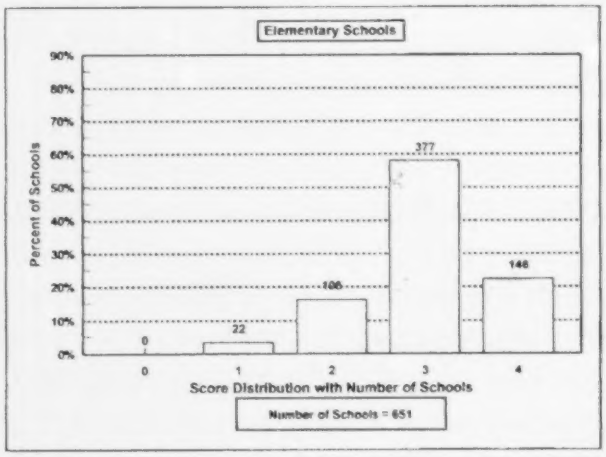
Grounds/Landscaping:

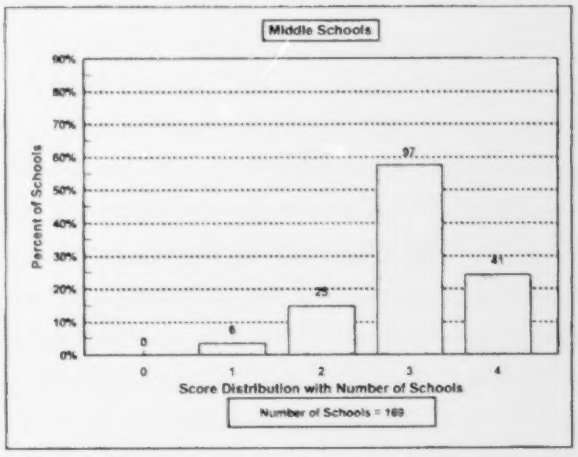
Districts were asked to rate each item on a scale of 0 to 4 as described in the summary table below. The survey instructions included the following description of a facility that can be considered for a rating of 4.

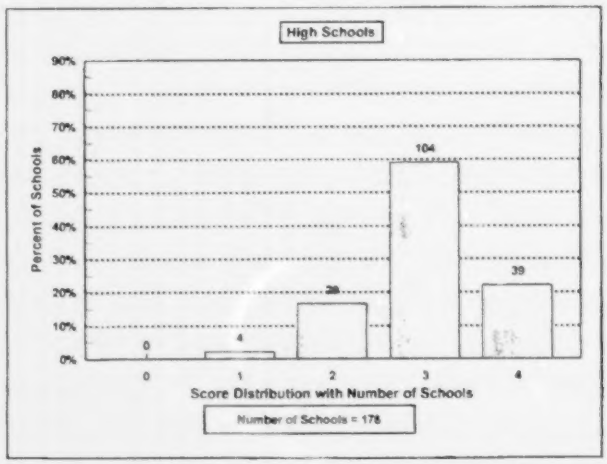
Areas are routinely kept free of litter and debris, lawns and shrubs are regularly trimmed, and all lawns/grass areas are fully covered. There should be some provision for green space and plantings that are appropriate to the site.

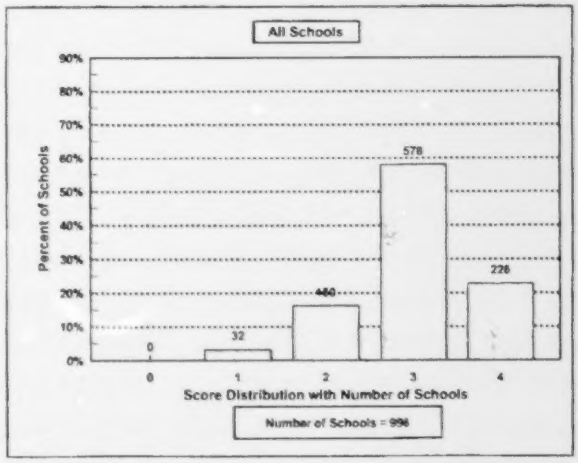
SUMMARY TABLE

Rating	Description	Elementary Schools	Middle Schools	High Schools	All Schools
0	Not included in Facility	0	0	0	0
1	Less than adequate	22	6	4	32
2	Minimally adequate	106	25	29	160
3	Reasonably adequate	377	97	104	578
4	Well above adequate	146	41	39	226
	Total responses	651	169	176	996
Percent of responses rated 0 or 1:					
	Grounds/Landscaping	3.4%	3.6%	2.3%	3.2%
	All appearance/upkeep items	5.1%	3.6%	3.9%	4.6%
Percent of responses rated 3 or 4:					
	Grounds/Landscaping	80.3%	81.7%	81.3%	80.7%
	All appearance/upkeep items	79.8%	80.7%	79.5%	79.9%









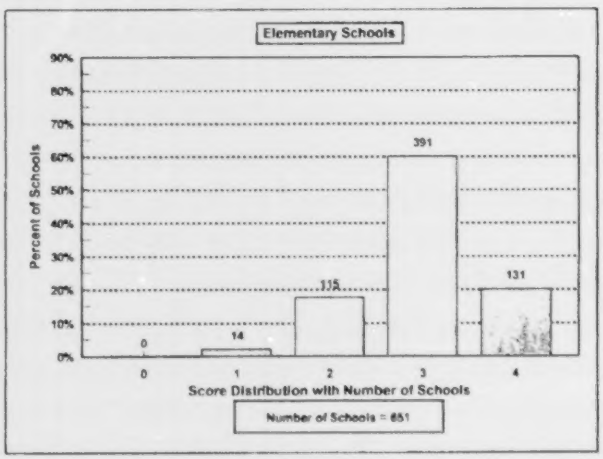
Classrooms:

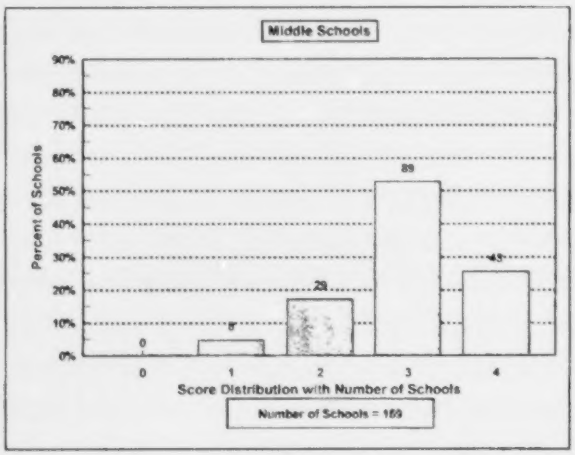
Districts were asked to rate each item on a scale of 0 to 4 as described in the summary table below. The survey instructions included the following description of a facility that can be considered for a rating of 4.

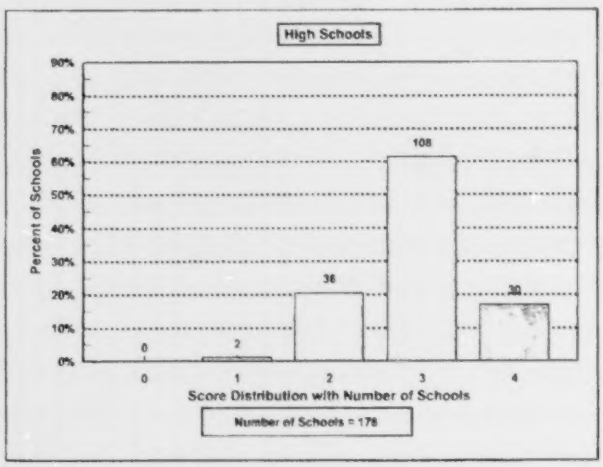
The classrooms are adequate in number and size for the programs offered. All casework, ceilings, walls and floor coverings are clean, neat and without damage. All windows are operable, and the rooms are regularly cleaned. There should be ample closet/ shelf space for storage of instructional materials, and bulletin boards, chalkboards, etc. sufficient to display student work and other materials for instructional use.

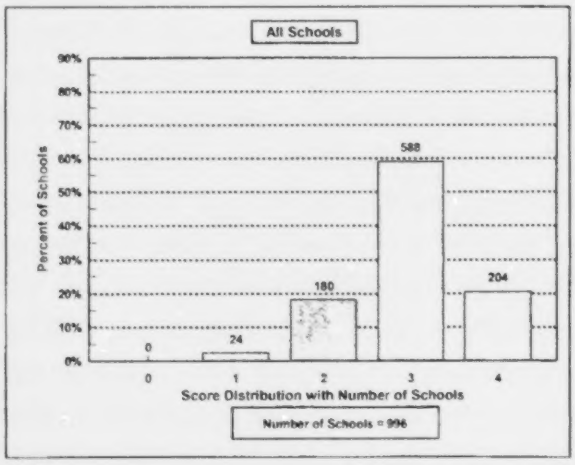
SUMMARY TABLE

Rating	Description	Elementary Schools	Middle Schools	High Schools	All Schools
0	Not included in Facility	0	0	0	0
1	Less than adequate	14	8	2	24
2	Minimally adequate	115	29	36	180
3	Reasonably adequate	391	89	108	588
4	Well above adequate	131	43	30	204
	Total responses	651	169	176	996
Percent of responses rated 0 or 1:					
	Classrooms	2.2%	4.7%	1.1%	2.4%
	All appearance/upkeep items	5.1%	3.6%	3.9%	4.6%
Percent of responses rated 3 or 4:					
	Classrooms	80.2%	78.1%	78.4%	79.5%
	All appearance/upkeep items	79.8%	80.7%	79.5%	79.9%









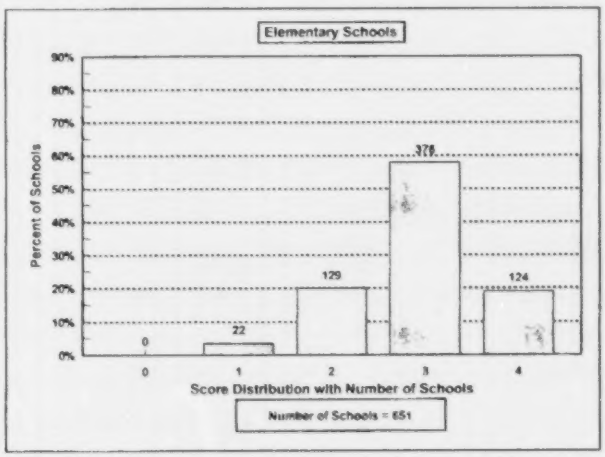
Lavatories/Fountains:

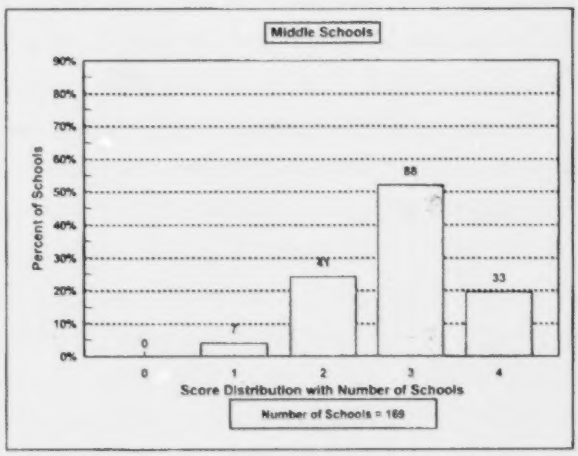
Districts were asked to rate each item on a scale of 0 to 4 as described in the summary table below. The survey instructions included the following description of a facility that can be considered for a rating of 4.

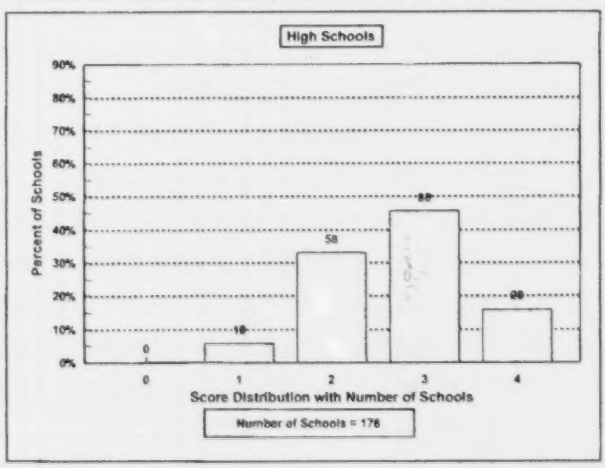
There is an adequate supply of safe drinking water, and all fountains are operational. All lavatories are clean, partitions, doors and fixtures are intact and functional to provide privacy. Adequate supplies are provided.

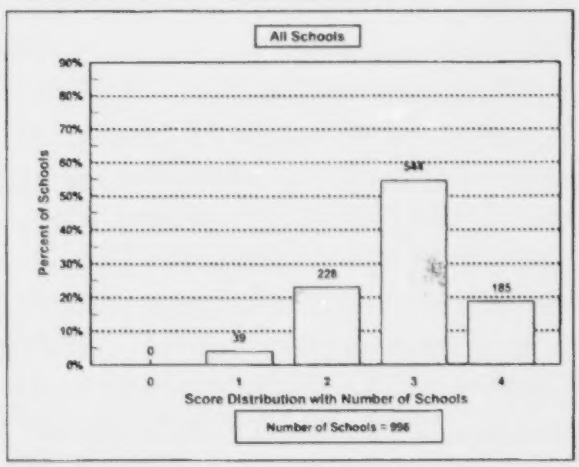
SUMMARY TABLE

Rating	Description	Elementary Schools	Middle Schools	High Schools	All Schools
0	Not included in Facility	0	0	0	0
1	Less than adequate	22	7	10	39
2	Minimally adequate	129	41	58	228
3	Reasonably adequate	376	88	80	544
4	Well above adequate	124	33	28	185
	Total responses	651	169	176	996
Percent of responses rated 0 or 1:					
	Lavatories/Fountains	3.4%	4.1%	5.7%	3.9%
	All appearance/upkeep items	5.1%	3.6%	3.9%	4.6%
Percent of responses rated 3 or 4:					
	Lavatories/Fountains	76.8%	71.6%	61.4%	73.2%
	All appearance/upkeep items	79.8%	80.7%	79.5%	79.9%









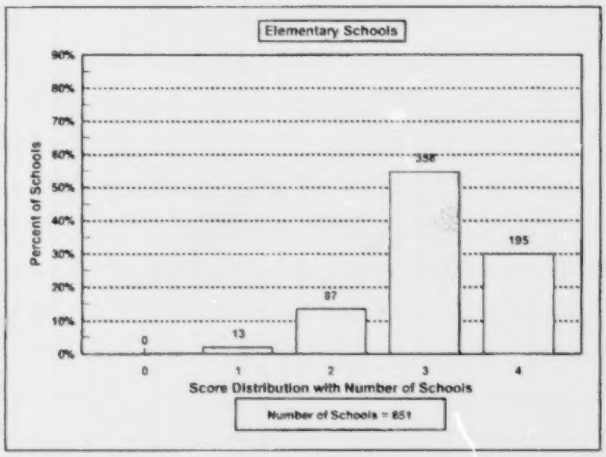
Entrance/Hallways:

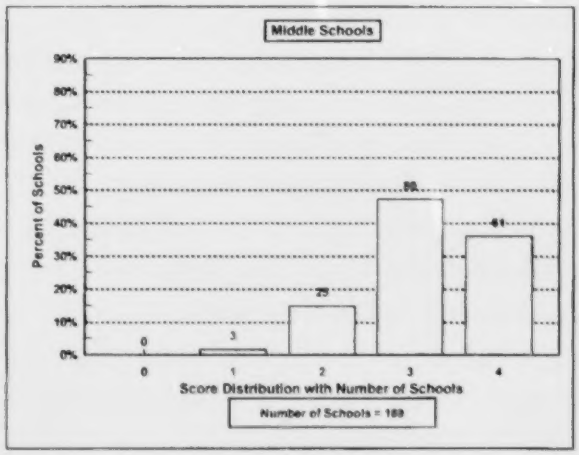
Districts were asked to rate each item on a scale of 0 to 4 as described in the summary table below. The survey instructions included the following description of a facility that can be considered for a rating of 4.

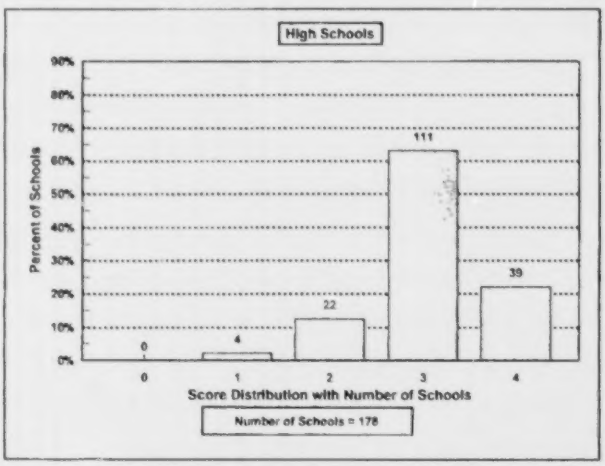
Main entrance is highly visible to visitors. Entry way is attractive, clean, neat and welcomes people to the school. The area is free of graffiti, damage and vandalism. Lockers are uniform and functioning. All surface coverings (walls, ceilings and floors) are clean, neat and uniform.

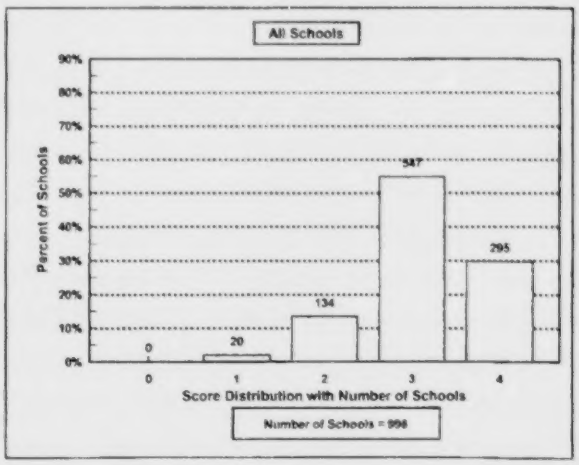
SUMMARY TABLE

Rating	Description	Elementary Schools	Middle Schools	High Schools	All Schools
0	Not included in Facility	0	0	0	0
1	Less than adequate	13	3	4	20
2	Minimally adequate	87	25	22	134
3	Reasonably adequate	356	80	111	547
4	Well above adequate	195	61	39	295
	Total responses	651	169	176	996
Percent of responses rated 0 or 1:					
	Entrance/Hallways	2.0%	1.8%	2.3%	2.0%
	All appearance/upkeep items	5.1%	3.6%	3.9%	4.6%
Percent of responses rated 3 or 4:					
	Entrance/Hallways	84.6%	83.4%	85.2%	84.5%
	All appearance/upkeep items	79.8%	80.7%	79.5%	79.9%









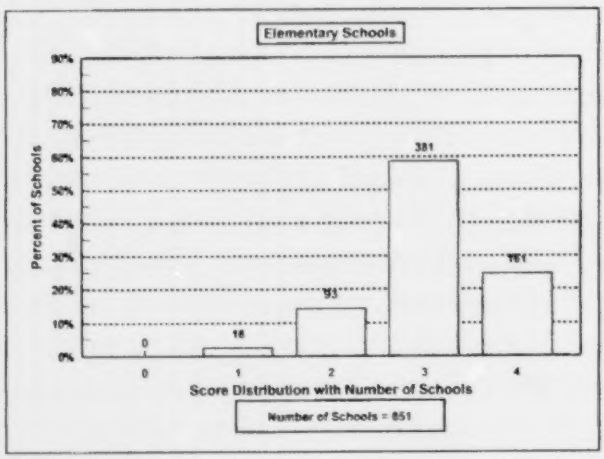
Lighting/Fixtures:

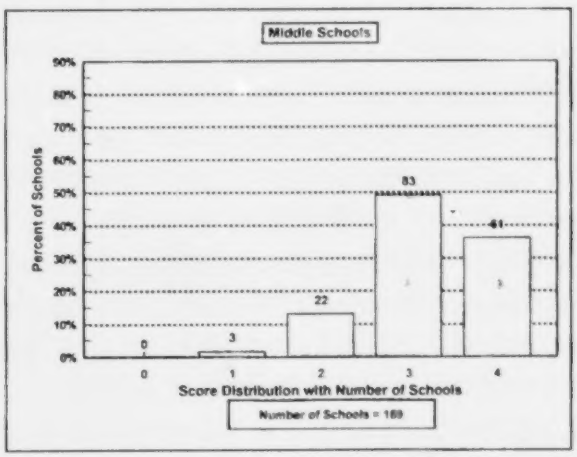
Districts were asked to rate each item on a scale of 0 to 4 as described in the summary table below. The survey instructions included the following description of a facility that can be considered for a rating of 4.

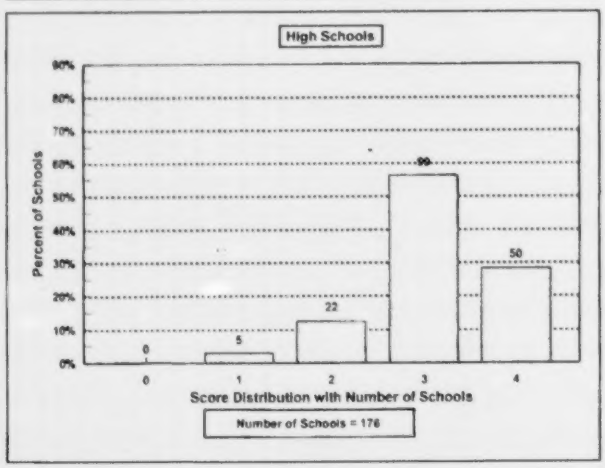
Fixtures, including emergency lighting, are working and, when necessary, are repaired without undo delay. The fixtures are energy efficient and are controlled by an energy management control system.

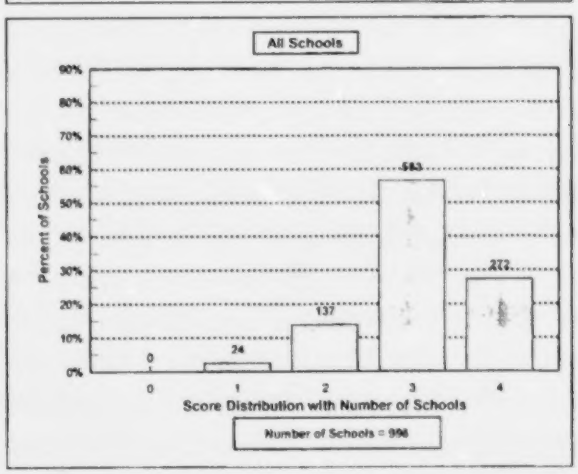
SUMMARY TABLE

Rating	Description	Elementary Schools	Middle Schools	High Schools	All Schools
0	Not included in Facility	0	0	0	0
1	Less than adequate	16	3	5	24
2	Minimally adequate	93	22	22	137
3	Reasonably adequate	381	83	99	563
4	Well above adequate	161	61	50	272
	Total responses	651	169	176	996
Percent of responses rated 0 or 1:					
	Lighting/Fixtures	2.5%	1.8%	2.8%	2.4%
	All appearance/upkeep items	5.1%	3.6%	3.9%	4.6%
Percent of responses rated 3 or 4:					
	Lighting/Fixtures	83.3%	85.2%	84.7%	83.8%
	All appearance/upkeep items	79.8%	80.7%	79.5%	79.9%









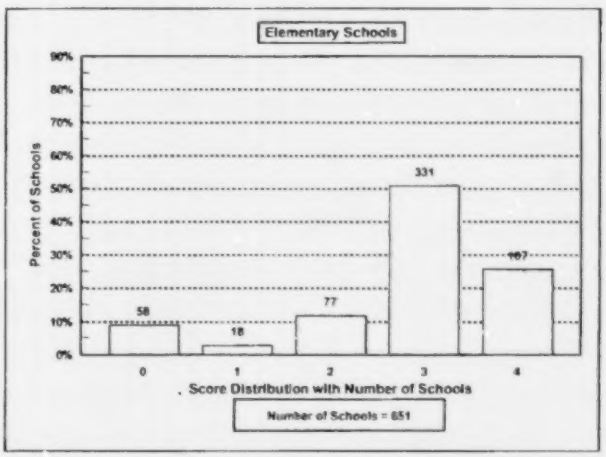
Cafeteria:

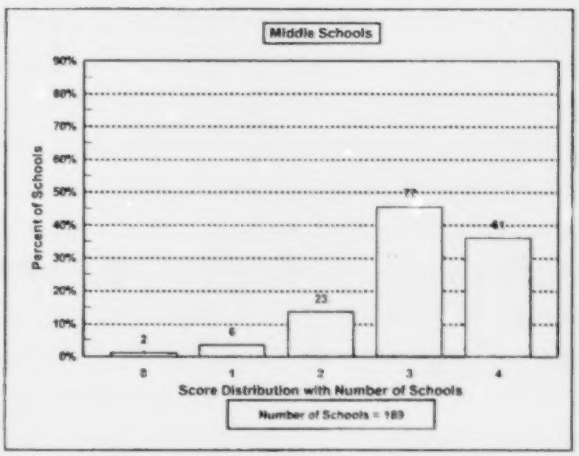
Districts were asked to rate each item on a scale of 0 to 4 as described in the summary table below. The survey instructions included the following description of a facility that can be considered for a rating of 4.

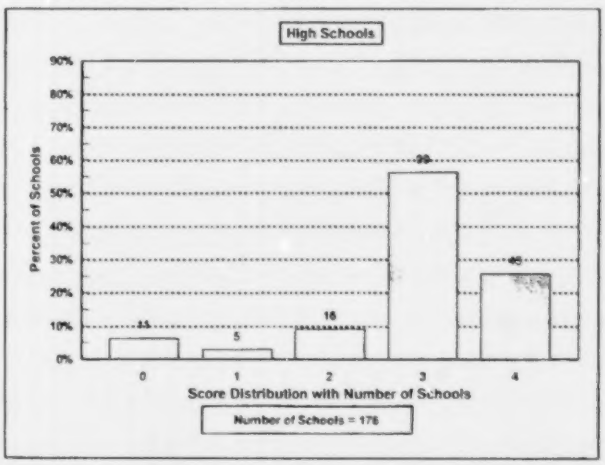
The cafeteria is clean, neat, bright and free from graffiti, damage and vandalism.

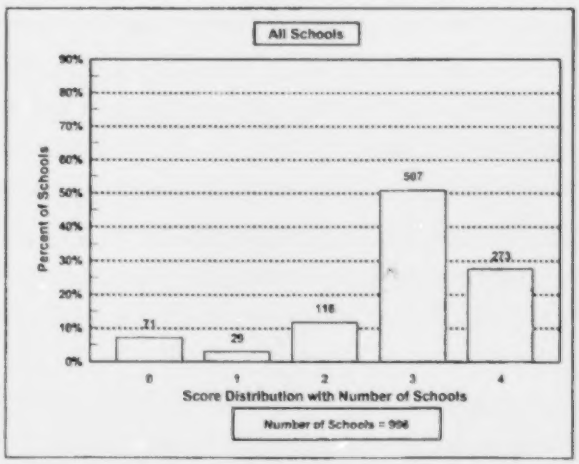
SUMMARY TABLE

Rating	Description	Elementary Schools	Middle Schools	High Schools	All Schools
0	Not included in Facility	58	2	11	71
1	Less than adequate	18	6	5	29
2	Minimally adequate	77	23	16	116
3	Reasonably adequate	331	77	99	507
4	Well above adequate	167	61	45	273
	Total responses	651	169	176	996
Percent of responses rated 0 or 1:					
	Cafeteria	11.7%	4.7%	9.1%	10.0%
	All appearance/upkeep items	5.1%	3.6%	3.9%	4.6%
Percent of responses rated 3 or 4:					
	Cafeteria	76.5%	81.7%	81.8%	78.3%
	All appearance/upkeep items	79.8%	80.7%	79.5%	79.9%









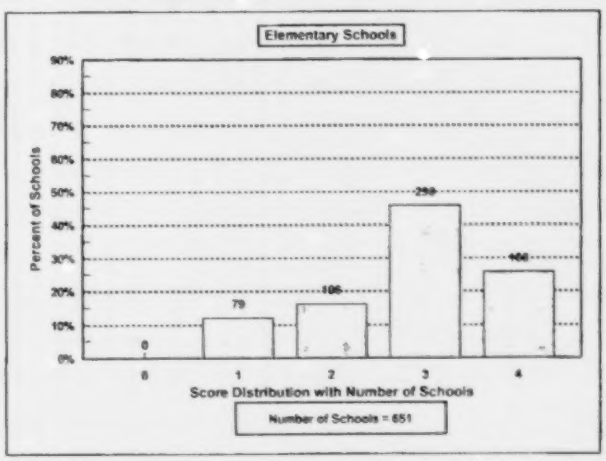
Code Compliance:

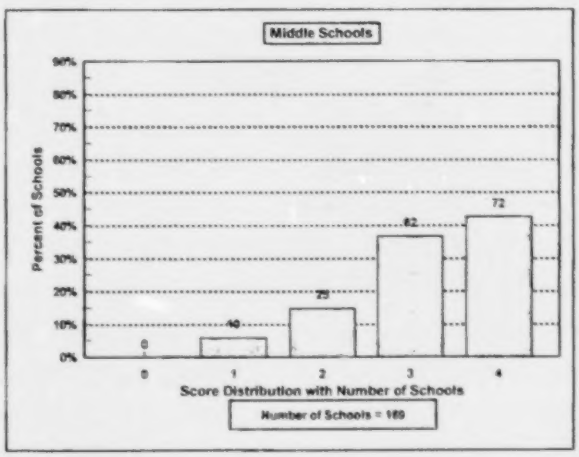
Districts were asked to rate each item on a scale of 0 to 4 as described in the summary table below. The survey instructions included the following description of a facility that can be considered for a rating of 4.

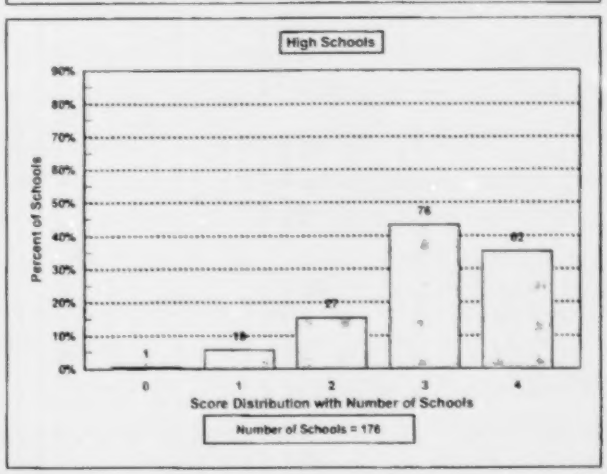
All programs, including outdoor athletic facilities and play areas, are fully accessible to persons with disabilities. The entire facility is in full compliance with State building, fire, OSHA and health codes. There are automatic fire sprinklers throughout the facility. (Although not mandated by code, sprinklers and detection devices would be a significant component of a 4 rating on this item.)

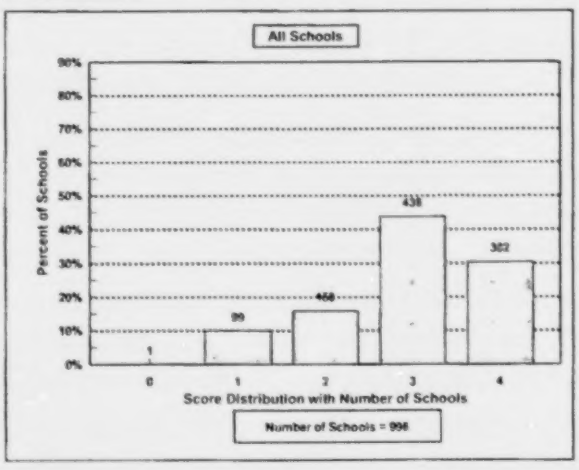
SUMMARY TABLE

Rating	Description	Elementary Schools	Middle Schools	High Schools	All Schools
0	Not included in Facility	0	0	1	1
1	Less than adequate	79	10	10	99
2	Minimally adequate	106	25	27	158
3	Reasonably adequate	298	62	76	436
4	Well above adequate	168	72	62	302
	Total responses	651	169	176	996
Percent of responses rated 0 or 1:					
	Code Compliance	12.1%	5.9%	6.3%	10.0%
	All appearance/upkeep items	5.1%	3.6%	3.9%	4.6%
Percent of responses rated 3 or 4:					
	Code Compliance	71.6%	79.3%	78.4%	74.1%
	All appearance/upkeep items	79.8%	80.7%	79.5%	79.9%









Section 4
Service Systems

As shown in Table 4A below, service systems have improved since the first survey was taken in 1998. While improvement is reflected in all areas, Technology Infrastructure was clearly the biggest gainer. Nearly two-thirds of all schools were reported to have reasonably adequate or well above adequate wiring and related accommodations for technology, a jump from slightly just above one-third of schools in 1998. These gains are certainly understandable given the increased level of school construction and a total of $30 million of specifically earmarked state technology infrastructure funding from 1997 through 2000. The Federal E-Rate program also added to the services available to districts for technology over the past few years. Additional state funds committed in fiscal year 2001 and proposed for the new biennium, when combined with new construction, should continue to improve these figures going forward.

Heating and cooling systems and internal communications also showed more improvement than most other categories. Again, this is attributable in part to the ongoing construction, but also to the targeted funding for the state's neediest school districts over the past three fiscal years to make specific improvements in these areas.

Air conditioning, despite gains, only exists in one out of five buildings. This is certainly an area that will need to be addressed in any plans that involve extended year, full year or expanded summer programs. Better air conditioning capacity may also be a factor for dealing with indoor air quality issues now beginning to show up in more and more schools.

Despite gains, schools in ERG I still continue to lag facilities in the other groups by a considerable margin. Although the percentage of ERG I schools reporting at least five of eight service systems to be reasonably adequate or better rose from 37.7 percent in 1998 to 45.1 percent in 2000, the statewide percentage for all schools (63.7 percent) remains well ahead.

06/2001

Percentage of Schools Rated Reasonably Adequate or Better By Survey Item 1998, 1999 and 2000 With Cumulative Change

Table 4A

School Service Systems

Survey Item Description:	1998 %	1999 %	2000 %	Cumulative Change
Internal Communications	59.9	61.9	65.9	6.0
Technology Infrastructure	37.3	45.3	65.5	28.2
Air Conditioning	13.8	16.3	19.7	5.9
Heating	60.3	64.4	67.1	6.8
Interior Lighting	78.6	80.9	83.1	4.5
Exterior Lighting	62.2	63.8	67.0	4.8
Roadways and Walks	67.2	67.5	70.4	3.2
Plumbing/Lavatories	63.1	64.6	66.8	3.7
Average for School Service Systems Group	55.3	58.1	63.2	7.9

06/2001

Condition of Facilities: Building Service Systems
Summary of Responses by Survey Item
Total Schools (N = 1008)

Table 4B

Number and Percentage of Schools Reporting a Building Feature to be:

	Well Above Adequate		Reasonably Adequate		Minimally Adequate		Less Than Adequate		Not Included in Facility	
Survey Item Description:	#	%	#	%	#	%	#	%	#	%
Internal Communications	244	24.2%	419	41.6%	235	23.3%	99	9.8%	11	1.1%
Technology Infrastructure	293	29.1%	365	36.2%	199	19.7%	101	10.0%	50	5.0%
Air Conditioning	74	7.3%	127	12.6%	122	12.1%	156	15.5%	529	52.5%
Heating	153	15.2%	523	51.9%	267	26.5%	64	6.3%	1	0.1%
Interior Lighting	303	30.1%	533	52.9%	146	14.5%	26	2.6%	0	0.0%
Exterior Lighting	174	17.3%	499	49.5%	256	25.4%	78	7.7%	1	0.1%
Roadways and Walks	222	22.0%	485	48.1%	212	21.0%	89	8.8%	0	0.0%
Plumbing/Lavatories	151	15.0%	523	51.9%	261	25.9%	73	7.2%	0	0.0%
Total Responses	1614	20.0%	3474	43.1%	1698	21.1%	686	8.5%	592	7.3%

06/2001

Condition of Facilities: Building Service Systems
Summary of Items Rated Reasonably Adequate Or Better by Education Reference Group (ERG)

Table 4C

Education Reference Group (ERG)	Total Schools	Count of Schools Based on Number of Items Rated Reasonably Adequate or Better									At least 5 features rated reasonably adequate/better	
		8 of 8 Items	7 of 8 Items	6 of 8 Items	5 of 8 Items	4 of 8 Items	3 of 8 Items	2 of 8 Items	1 of 8 Items	0 of 8 Items	Schools	%
A	51	10	14	8	5	3	7	2	0	2	37	72.5%
B	134	14	57	24	18	8	7	2	3	1	113	84.3%
C	104	6	18	17	15	17	8	12	6	5	56	53.8%
D	120	15	22	17	17	14	17	9	4	5	71	59.2%
E	45	7	8	8	8	6	1	5	1	1	31	68.9%
F	144	10	35	24	27	21	6	5	12	4	96	66.7%
G	54	9	10	9	7	5	5	5	2	2	35	64.8%
H	152	11	25	37	26	17	12	12	6	6	99	65.1%
I	173	21	26	15	16	22	19	29	19	6	78	45.1%
VT Sch	17	1	12	3	1	0	0	0	0	0	17	100.0%
Total Schools	994	104	227	162	140 -	113	82	81	53	32	633	63.7%
Percent of Total Schools	100%	10%	23%	16%	14%	11%	8%	8%	5%	3%		
Cumulative Percent		10%	33%	50%	64%	75%	83%	91%	97%	100%		

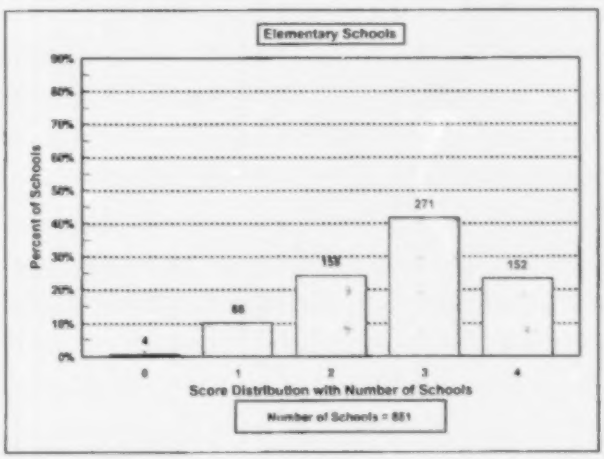
Internal Communications:

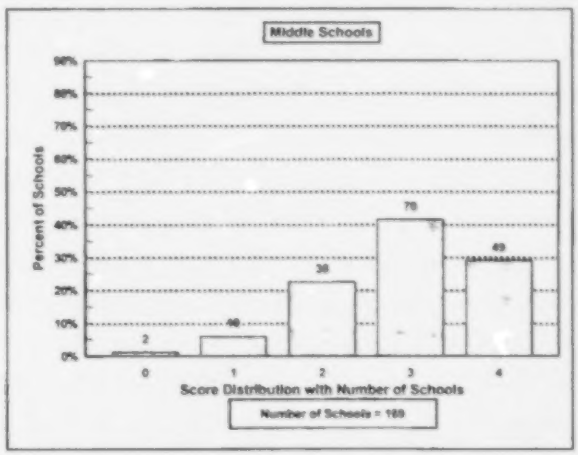
Districts were asked to rate each item on a scale of 0 to 4 as described in the summary table below. The survey instructions included the following description of a facility that can be considered for a rating of 4.

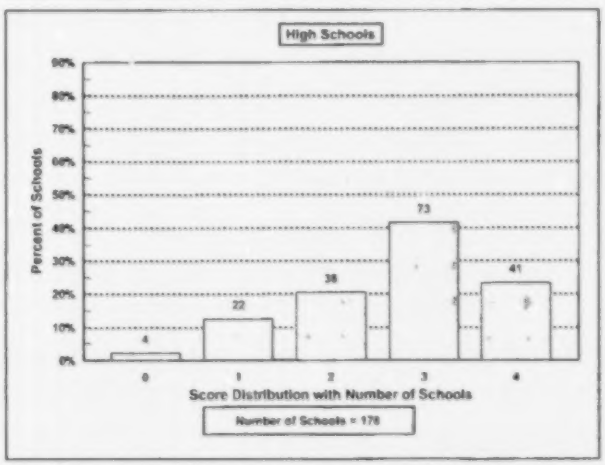
The facility has an intercom system enabling communication with all academic and administrative areas of the school individually and collectively. All classrooms have capacity to communicate with the principal's office and have access to an outside telephone line.

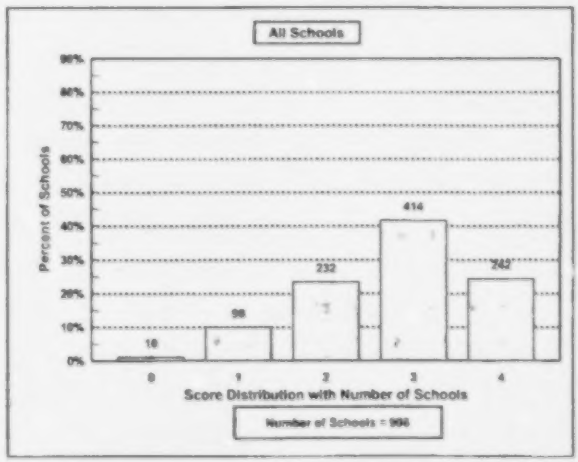
SUMMARY TABLE

Rating	Description	Elementary Schools	Middle Schools	High Schools	All Schools
0	Not included in Facility	4	2	4	10
1	Less than adequate	66	10	22	98
2	Minimally adequate	158	38	36	232
3	Reasonably adequate	271	70	73	414
4	Well above adequate	152	49	41	242
	Total responses	651	169	176	996
Percent of responses rated 0 or 1:					
	Internal Communications	10.8%	7.1%	14.8%	10.8%
	All system items	17.2%	13.2%	13.1%	15.8%
Percent of responses rated 3 or 4:					
	Internal Communications	65.0%	70.4%	64.8%	65.9%
	All system items	62.2%	65.8%	64.2%	63.2%









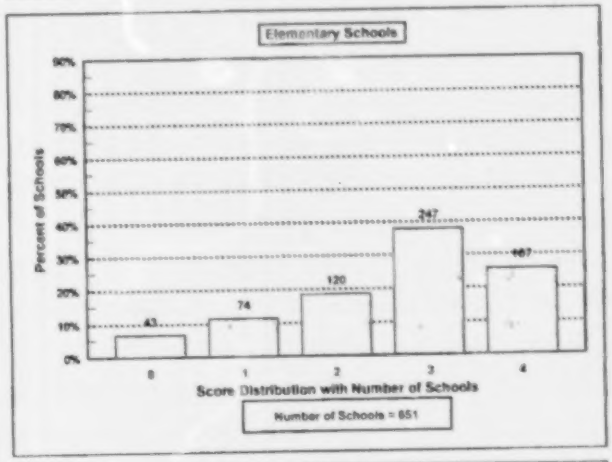
Technology Infrastructure:

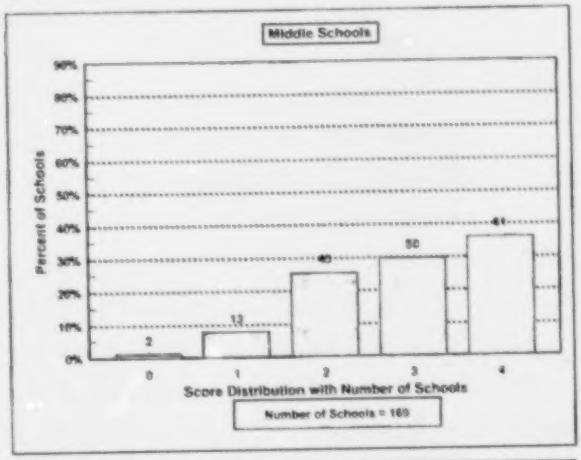
Districts were asked to rate each item on a scale of 0 to 4 as described in the summary table below. The survey instructions included the following description of a facility that can be considered for a rating of 4.

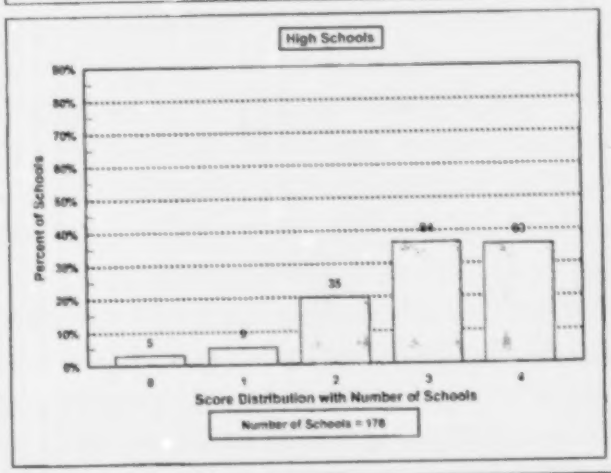
Basic voice, video and data transmission cabling system and devices connecting all program areas, all classrooms and school administration with adequate power available. Integrated system also includes clock, bell, paging and media control/retrieval. Can also include wireless systems for portable computing. (Differs from survey item # 18, Educational Technology, which is focused more on the use of hardware/software/electronic communications in the classroom.)

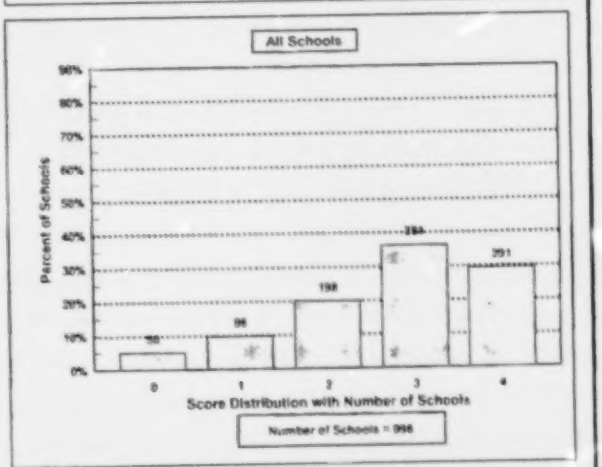
SUMMARY TABLE

Rating	Description	Elementary Schools	Middle Schools	High Schools	All Schools
0	Not included in Facility	43	2	5	50
1	Less than adequate	74	13	9	96
2	Minimally adequate	120	43	35	198
3	Reasonably adequate	247	50	64	361
4	Well above adequate	167	61	63	291
	Total responses	651	169	176	996
	Percent of responses rated 0 or 1:				
	Technology Infrastructure	18.0%	8.9%	8.0%	14.7%
	All system items	17.2%	13.2%	13.1%	15.8%
	Percent of responses rated 3 or 4:				
	Technology Infrastructure	63.6%	65.7%	72.2%	65.5%
	All system items	62.2%	65.8%	64.2%	63.2%









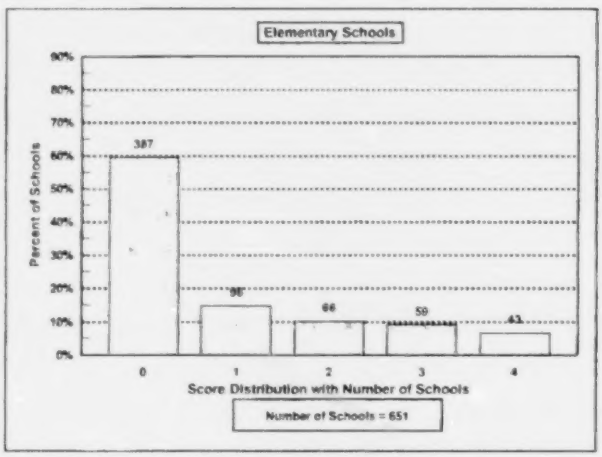
Air Conditioning:

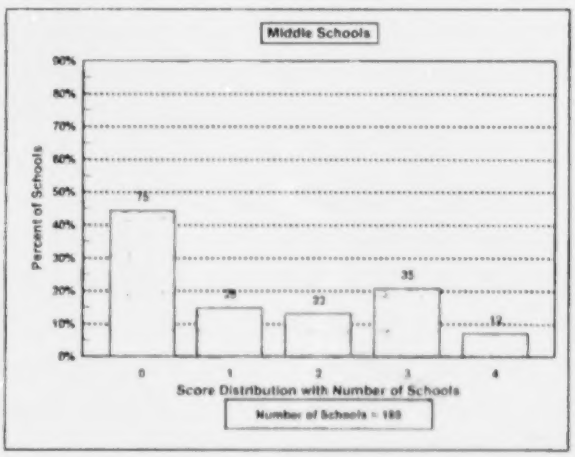
Districts were asked to rate each item on a scale of 0 to 4 as described in the summary table below. The survey instructions included the following description of a facility that can be considered for a rating of 4.

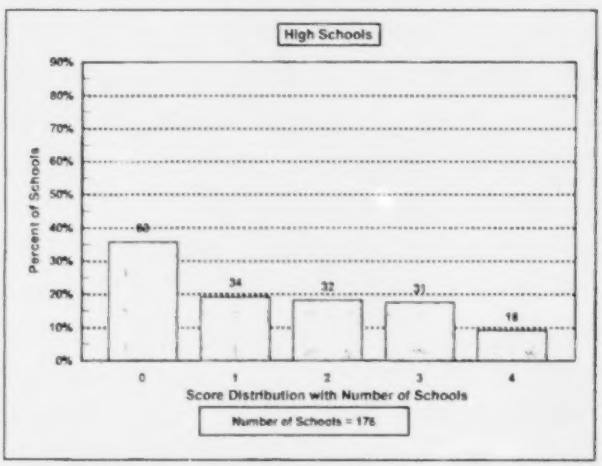
All instructional and student support service areas are air conditioned, as well as administrative areas. System works to keep the building comfortable throughout the cooling season. (If only administrative offices are air conditioned, this category should be responded to with a '0'.)

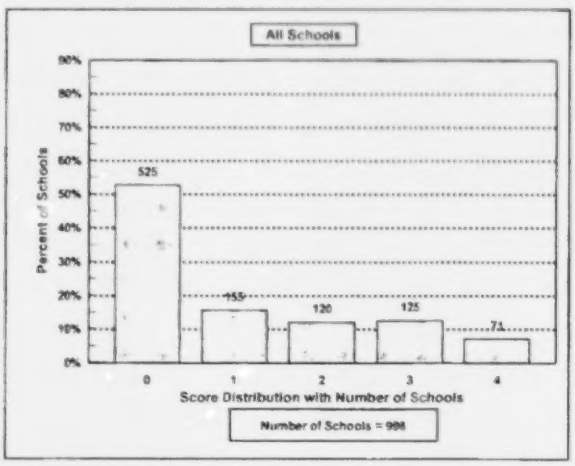
SUMMARY TABLE

Rating	Description	Elementary Schools	Middle Schools	High Schools	All Schools
0	Not included in Facility	387	75	63	525
1	Less than adequate	96	25	34	155
2	Minimally adequate	66	22	32	120
3	Reasonably adequate	59	35	31	125
4	Well above adequate	43	12	16	71
	Total responses	651	169	176	996
Percent of responses rated 0 or 1:					
	Air Conditioning	74.2%	59.2%	55.1%	68.3%
	All system items	17.2%	13.2%	13.1%	15.8%
Percent of responses rated 3 or 4:					
	Air Conditioning	15.7%	27.8%	26.7%	19.7%
	All system items	62.2%	65.8%	64.2%	63.2%









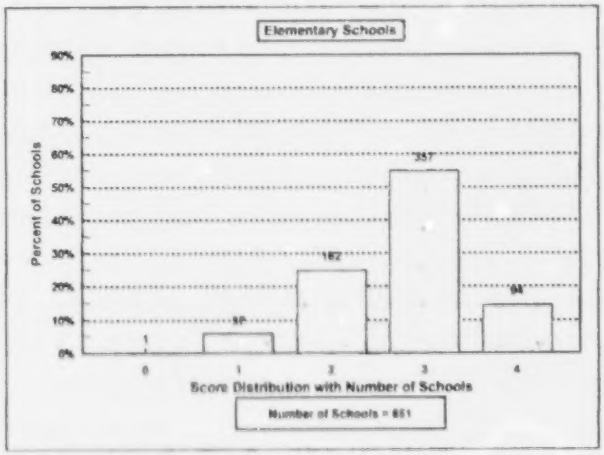
Heating:

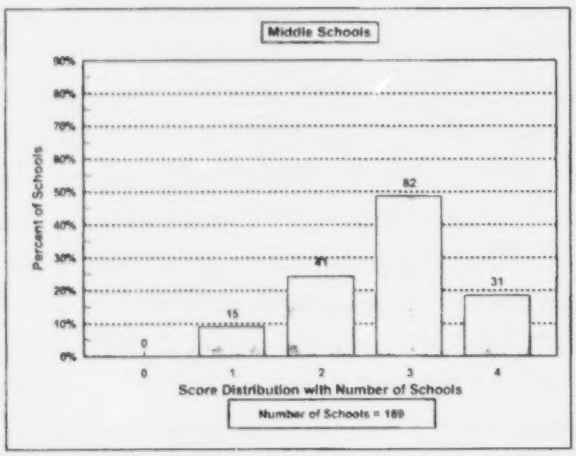
Districts were asked to rate each item on a scale of 0 to 4 as described in the summary table below. The survey instructions included the following description of a facility that can be considered for a rating of 4.

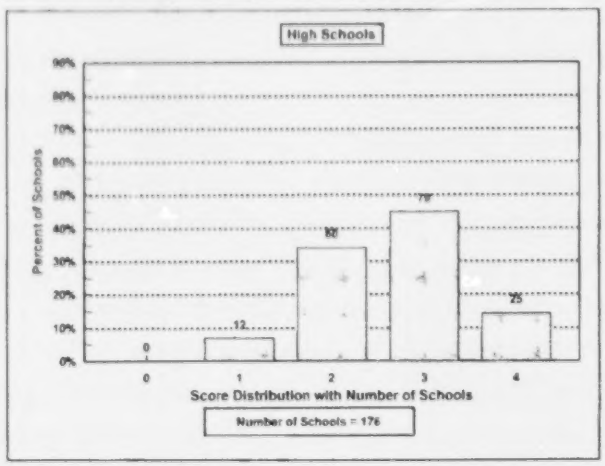
Fully operational heating system with zoned controls that allow for regulation in each classroom and office area. System works to keep the building comfortable throughout the heating season.

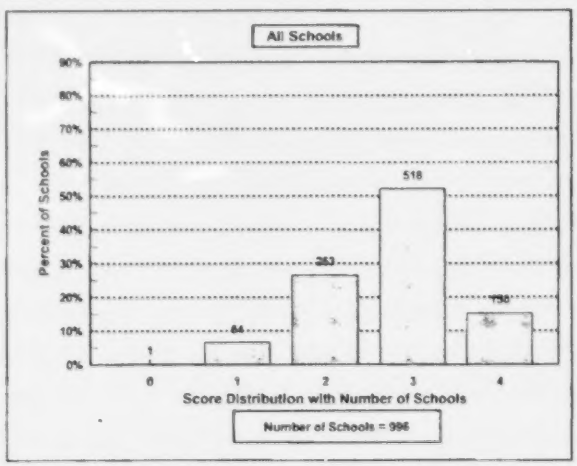
SUMMARY TABLE

Rating	Description	Elementary Schools	Middle Schools	High Schools	All Schools
0	Not included in Facility	1	0	0	1
1	Less than adequate	37	15	12	64
2	Minimally adequate	162	41	60	263
3	Reasonably adequate	357	82	79	518
4	Well above adequate	94	31	25	150
	Total responses	651	169	176	996
Percent of responses rated 0 or 1:					
	Heating	5.8%	8.9%	6.8%	6.5%
	All system items	17.2%	13.2%	13.1%	15.8%
Percent of responses rated 3 or 4:					
	Heating	69.3%	66.9%	59.1%	67.1%
	All system items	62.2%	65.8%	64.2%	63.2%









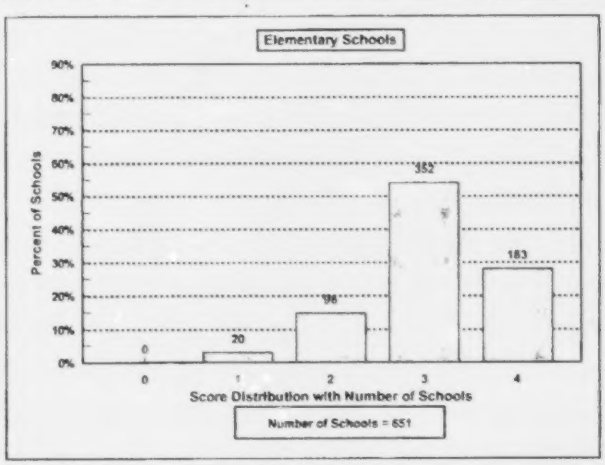
Interior Lighting:

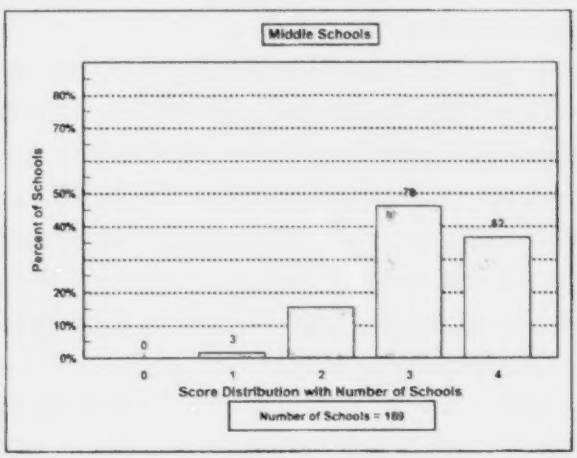
Districts were asked to rate each item on a scale of 0 to 4 as described in the summary table below. The survey instructions included the following description of a facility that can be considered for a rating of 4.

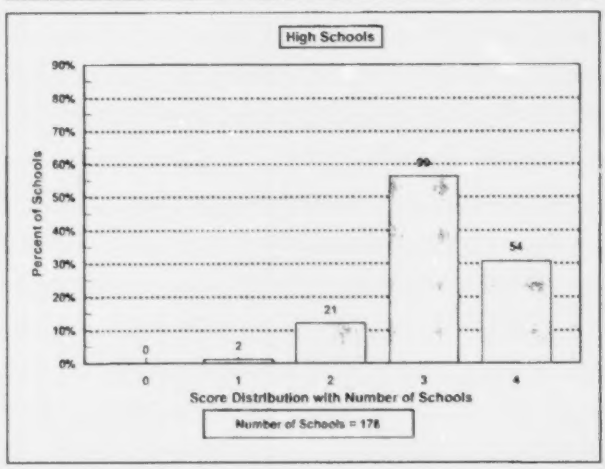
All instructional areas are well lit with an appropriate combination of natural and artificial light. All hallway, lavatory and other common areas have appropriate lighting that is consistently in working order.

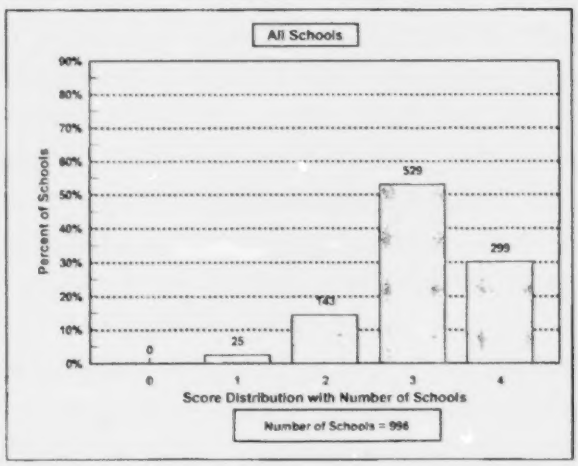
SUMMARY TABLE

Rating	Description	Elementary Schools	Middle Schools	High Schools	All Schools
0	Not included in Facility	0	0	0	0
1	Less than adequate	20	3	2	25
2	Minimally adequate	96	26	21	143
3	Reasonably adequate	352	78	99	529
4	Well above adequate	183	62	54	299
	Total responses	651	169	176	996
Percent of responses rated 0 or 1:					
	Interior Lighting	3.1%	1.8%	1.1%	2.5%
	All system items	17.2%	13.2%	13.1%	15.8%
Percent of responses rated 3 or 4:					
	Interior Lighting	82.2%	82.8%	86.9%	83.1%
	All system items	62.2%	65.8%	64.2%	63.2%









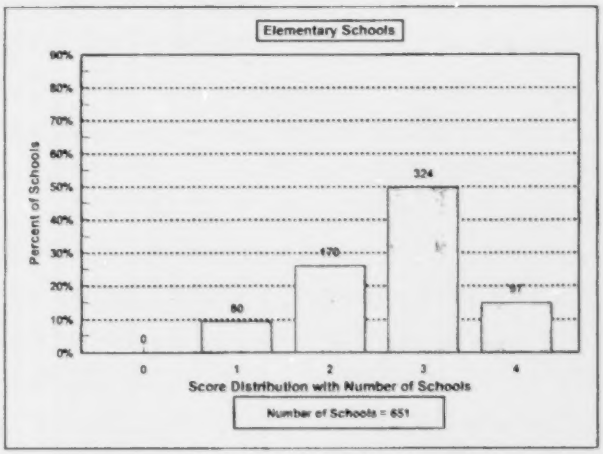
Exterior Lighting:

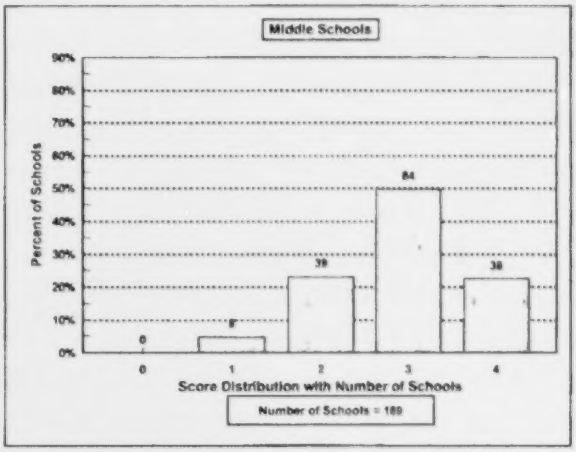
Districts were asked to rate each item on a scale of 0 to 4 as described in the summary table below. The survey instructions included the following description of a facility that can be considered for a rating of 4.

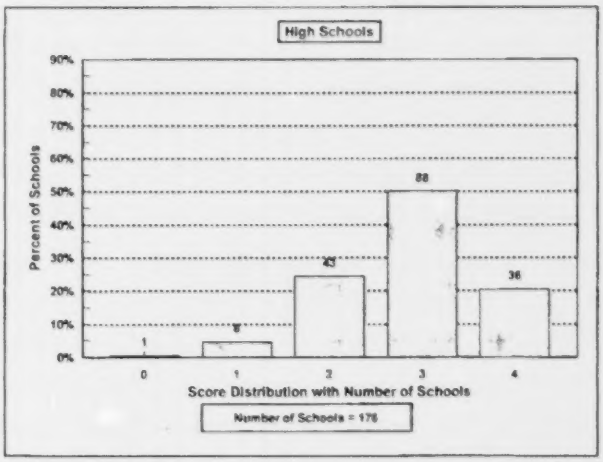
Exterior facade, walkways, roadways and parking areas have proper lighting that provides complete coverage of these areas for nighttime use. There are no dark or unlit areas around the perimeter of the building.

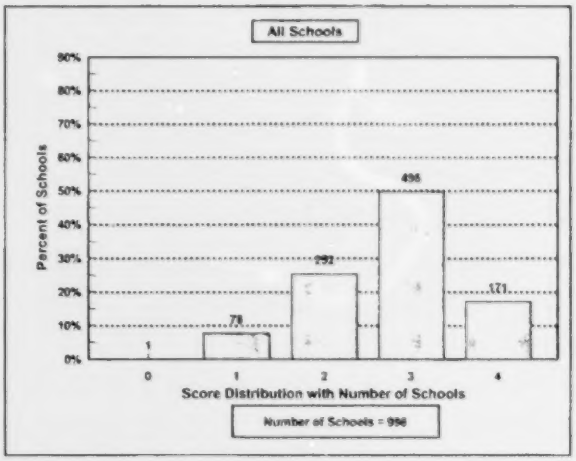
SUMMARY TABLE

Rating	Description	Elementary Schools	Middle Schools	High Schools	All Schools
0	Not included in Facility	0	0	1	1
1	Less than adequate	60	8	8	76
2	Minimally adequate	170	39	43	252
3	Reasonably adequate	324	84	88	496
4	Well above adequate	97	38	36	171
	Total responses	651	169	176	996
Percent of responses rated 0 or 1:					
	Exterior Lighting	9.2%	4.7%	5.1%	7.7%
	All system items	17.2%	13.2%	13.1%	15.8%
Percent of responses rated 3 or 4:					
	Exterior Lighting	64.7%	72.2%	70.5%	67.0%
	All system items	62.2%	65.8%	64.2%	63.2%









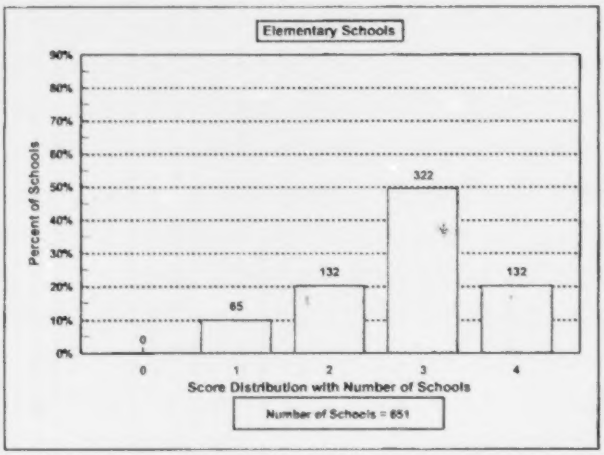
Roadways and Walks:

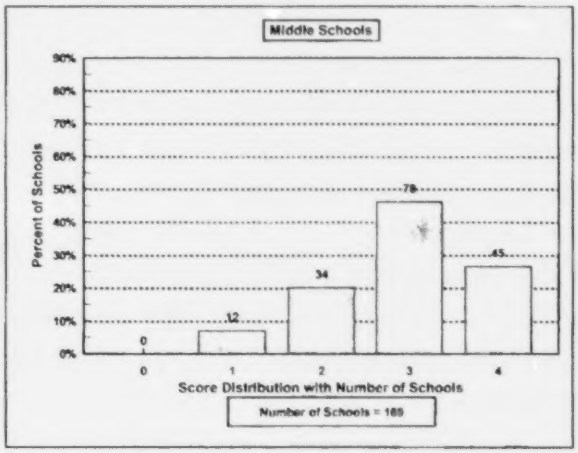
Districts were asked to rate each item on a scale of 0 to 4 as described in the summary table below. The survey instructions included the following description of a facility that can be considered for a rating of 4.

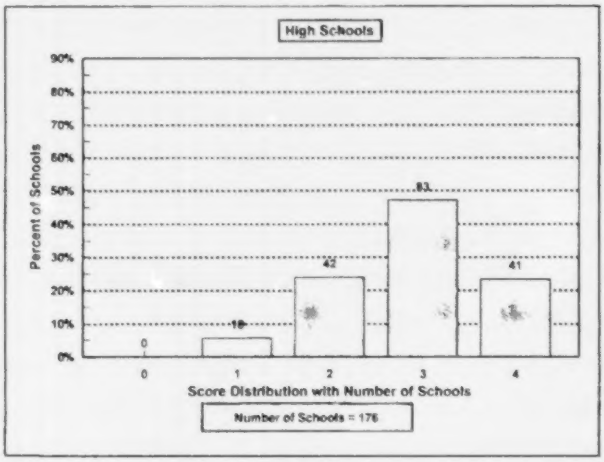
All walks and paved areas are free of potholes and caved-in areas, are properly marked for traffic control and pedestrian's safety, and are graded for handicapped accessibility.

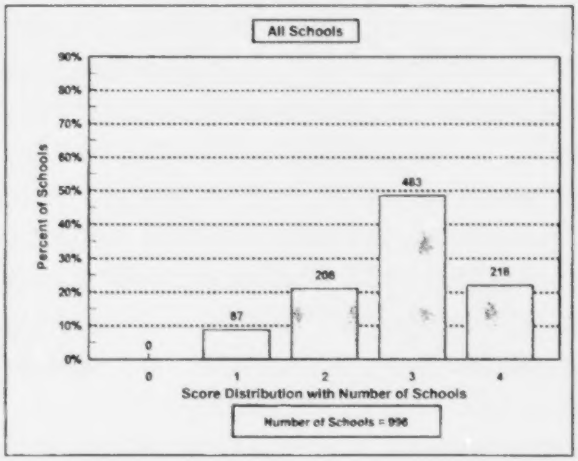
SUMMARY TABLE

Rating	Description	Elementary Schools	Middle Schools	High Schools	All Schools
0	Not included in Facility	0	0	0	0
1	Less than adequate	65	12	10	87
2	Minimally adequate	132	34	42	208
3	Reasonably adequate	322	78	83	483
4	Well above adequate	132	45	41	218
	Total responses	651	169	176	996
Percent of responses rated 0 or 1:					
	Roadways and Walks	10.0%	7.1%	5.7%	8.7%
	All system items	17.2%	13.2%	13.1%	15.8%
Percent of responses rated 3 or 4:					
	Roadways and Walks	69.7%	72.8%	70.5%	70.4%
	All system items	62.2%	65.8%	64.2%	63.2%









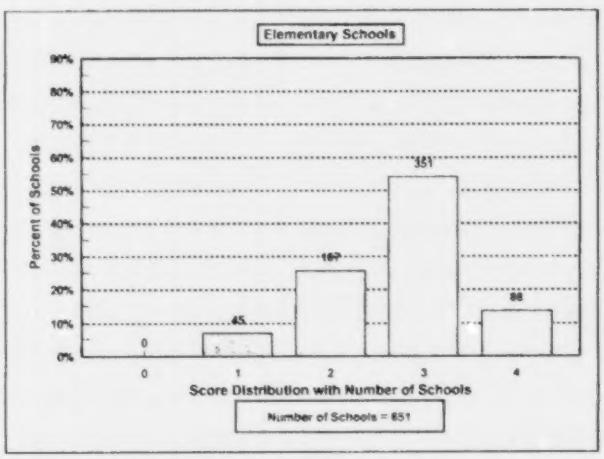
Plumbing/Lavatories:

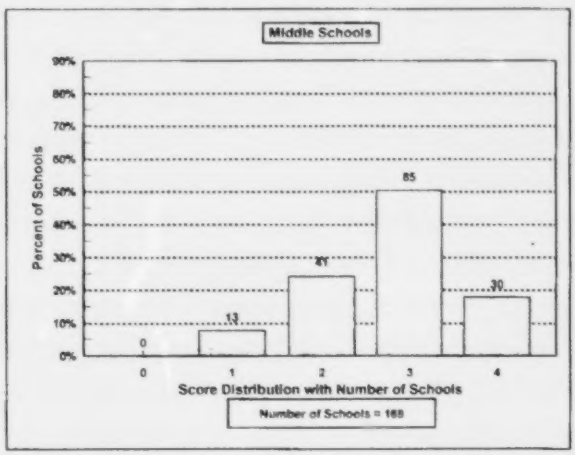
Districts were asked to rate each item on a scale of 0 to 4 as described in the summary table below. The survey instructions included the following description of a facility that can be considered for a rating of 4.

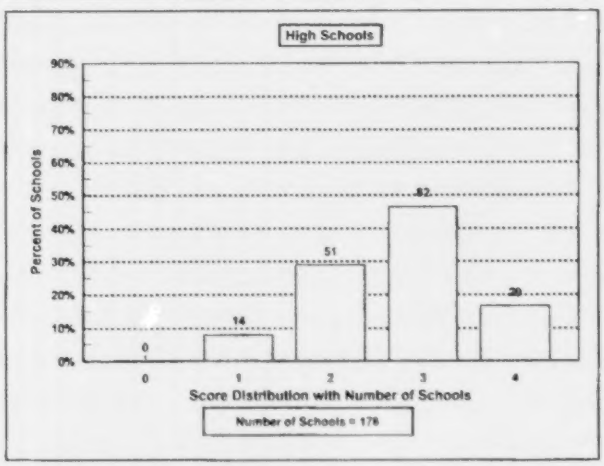
Plumbing is up to modern standards throughout the building with sufficient lavatories for students and staff, shower facilities in the locker rooms, sinks as needed in specialty classrooms, kitchen areas, drinking fountains, maintenance areas including external water supply fixtures.

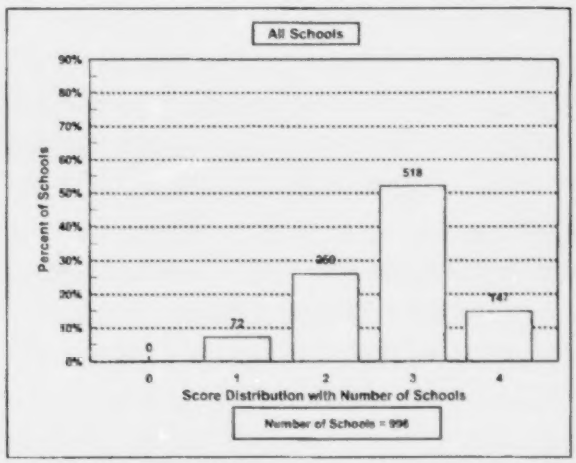
SUMMARY TABLE

Rating	Description	Elementary Schools	Middle Schools	High Schools	All Schools
0	Not included in Facility	0	0	0	0
1	Less than adequate	45	13	14	72
2	Minimally adequate	167	41	51	259
3	Reasonably adequate	351	85	82	518
4	Well above adequate	88	30	29	147
	Total responses	651	169	176	996
Percent of responses rated 0 or 1:					
	Plumbing/Lavatories	6.9%	7.7%	8.0%	7.2%
	All system items	17.2%	13.2%	13.1%	15.8%
Percent of responses rated 3 or 4:					
	Plumbing/Lavatories	67.4%	68.0%	63.1%	66.8%
	All system items	62.2%	65.8%	64.2%	63.2%









Section 5
Dedicated Specialty Areas

The surveyed items in the designated specialty features category, with a few exceptions noted below, tended to improve the least over the two-year period covering the three reports. Perhaps this should be expected to some degree because unlike appearance/upkeep and building service system areas, most of these features are unlikely to undergo any major reconfiguration except during a major building renovation or addition.

Still, the items related to the utilization of education technology in the classroom (as opposed to technology infrastructure which measures the capacity of the building to house technology) registered a gain of 18.6 percent positive responses from 41.3 percent of schools to 59.9 percent of schools rated reasonably adequate or better. This complements the gains posted in technology infrastructure and suggests that both capacity and utilization are growing. Having risen from two of five schools with good ratings to three of five schools, it will be interesting to see if the continued state and local support of this initiative can bring us to four of five schools, and ultimately all schools over the next two to four years.

Less dramatic but nevertheless improved ratings were reported for technical/career education areas, science labs and library media centers.

Of all the features surveyed, only auditorium quality posted a decline from the original survey, dropping from 55.3 percent of schools to 54.8 percent being rated above minimal acceptable conditions, a drop of .5 percent. There are 12 more middle and high school buildings included in 2000 than were reported in 1998. The actual count of quality auditoriums went up from 177 to 182, but because many of the added facilities are charter schools which tend to have limited specialty features, the overall percentage for these items was negatively impacted.

06/2001

Percentage of Schools Rated Reasonably Adequate or Better By Survey Item 1998, 1999 and 2000 With Cumulative Change

Table 5A

School Specialty Features

Survey Item Description:	1998 %	1999 %	2000 %	Cumulative Change
Art Room(s)	65.2	65.0	66.5	1.3
Music Room(s)	52.7	53.7	54.6	1.9
All-Purpose Room (Gym/Aud/Caf.)	40.7	41.0	40.8	0.1
Gymnasium	57.2	57.8	59.6	2.4
Auditorium	55.3	54.7	54.8	-0.5
Cafeteria	54.8	55.3	56.4	1.6
Outdoor Play Area(s)	60.9	61.4	63.9	3.0
Outdoor Athletic Facilities	60.6	60.6	63.6	3.0
Education Technology	41.3	46.4	59.9	18.6
Science Lab(s)	62.2	63.4	66.9	4.7
Library Media Centers	60.8	62.6	65.6	4.8
Language Lab(s)	14.1	14.9	17.5	3.4
Technical/Career Education	44.7	47.8	51.2	6.5
Office/Administrative Space	54.4	55.4	58.0	3.6
Guidance/Student Services	39.2	39.7	41.2	2.0
Average for School Specialty Features Group	51.9	53.0	55.8	3.9

Section 5
Dedicated Specialty Areas (continued)

Elementary Schools

Again in 2000, elementary schools tended to report a higher number of missing features than middle or high schools. As Table 5B indicates, 20.2 percent of all responses in this section of the survey for elementary schools indicated the feature was not included in the facility. In part, this is attributable to the prevalence of all-purpose rooms versus separate gymnasiums and cafeterias. An elementary school with an all-purpose room nearly always reports no dedicated gymnasium or cafeteria and vice versa. Other features most commonly reported as missing from elementary schools were guidance/student service offices (37.2 percent), dedicated art (17.6 percent) and music (22.7 percent) rooms, and educational technology (10.6 percent). In the case of educational technology, however, this percentage is substantially lower than the 17.3 percent reported in the first year of the survey.

A look at Table 5C for elementary schools shows the following: About one in four schools (27.5 percent) statewide report at least eight of the ten features surveyed to be reasonably adequate or better. About half of the schools (50.3 percent) report a majority of features to be reasonably adequate or better. As with previous sections of the survey, ERG I schools have again been less likely to report quality features and more likely to report inadequate or missing ones. Less than one in three ERG I schools report a majority of its dedicated specialty areas to be reasonably adequate or better. These responses appear to be consistent with the previously discussed age and renovation status for elementary schools in ERG I. Schools in this group tend to be older both in terms of the original construction date and the years since the last major building renovation.

06/2001

Condition of Facilities: Dedicated Specialty Areas
Summary of Responses by Survey Item
Elementary Schools (N = 648)

Table 5B

Number and Percentage of Schools Reporting a Building Feature to be:

	Well Above Adequate		Reasonably Adequate		Minimally Adequate		Less Than Adequate		Not Included in Facility	
Survey Item Description:	#	%	#	%	#	%	#	%	#	%
Art Room(s)	183	28.2%	231	35.6%	75	11.6%	45	6.9%	114	17.6%
Music Room(s)	117	18.1%	200	30.9%	130	20.1%	54	8.3%	147	22.7%
All-Purpose Room (Gym/Aud/Caf.)	59	9.1%	237	36.6%	109	16.8%	27	4.2%	216	33.3%
Gymnasium	143	22.1%	179	27.6%	46	7.1%	19	2.9%	261	40.3%
Cafeteria	118	18.2%	194	29.9%	74	11.4%	23	3.5%	239	36.9%
Outdoor Play Area	107	16.5%	307	47.4%	155	23.9%	70	10.8%	9	1.4%
Education Technology	109	16.8%	253	39.0%	168	25.9%	49	7.6%	69	10.6%
Library Media Centers	150	23.1%	260	40.1%	155	23.9%	71	11.0%	12	1.9%
Office/Administrative Space	100	15.4%	264	40.7%	202	31.2%	81	12.5%	1	0.2%
Guidance/Student Services	59	9.1%	140	21.6%	124	19.1%	84	13.0%	241	37.2%
Total Responses	1145	17.7%	2265	35.0%	1238	19.1%	523	8.1%	1309	20.2%

06/2001

Elementary School Facilities: Dedicated Specialty Areas
Summary of Items Rated Reasonably Adequate
Or Better by Education Reference Group(ERG)

Table 5C

Education Reference Group (ERG)	Total Schools	Count of Schools Based on the Number of Items Rated Reasonably Adequate or Better											# of features rated reasonably adequate/better					
													At least 8		At least 6		2 or less	
		10 of 10 Items	9 of 10 Items	8 of 10 Items	7 of 10 Items	6 of 10 Items	5 of 10 Items	4 of 10 Items	3 of 10 Items	2 of 10 Items	1 of 10 Items	0 of 10 Items	Schools	%	Schools	%	Schools	%
A	31	3	6	8	3	5	2	2	0	2	0	0	17	54.8%	25	80.6%	2	6.5%
B	88	0	25	20	17	8	2	8	4	4	0	0	45	51.1%	70	79.5%	4	4.5%
C	64	3	6	9	9	6	7	11	3	4	3	3	18	28.1%	33	51.6%	10	15.6%
D	77	1	10	9	8	7	9	9	8	9	5	2	20	26.0%	35	45.5%	16	20.8%
E	27	2	3	2	7	3	1	3	1	2	2	1	7	25.9%	17	63.0%	5	18.5%
F	95	5	5	8	7	12	20	9	10	7	10	2	18	18.9%	37	38.9%	19	20.0%
G	34	1	7	4	1	2	6	1	5	2	3	2	12	35.3%	15	44.1%	7	20.6%
H	105	3	5	11	13	23	13	8	8	11	7	3	19	18.1%	55	52.4%	21	20.0%
I	127	2	9	11	9	8	6	14	13	15	20	20	22	17.3%	39	30.7%	55	43.3%
Total Schools	648	20	76	82	74	74	66	65	52	56	50	33	178	27.5%	326	50.3%	139	21.5%
Percent of Total Schools	100%	3%	12%	13%	11%	11%	10%	10%	8%	9%	8%	5%						
Cumulative Percent		3%	15%	28%	39%	50%	60%	70%	78%	87%	95%	100%						

Section 5
Dedicated Specialty Areas (continued)

Middle Schools

In general, the ratings for middle schools are a little higher than for elementary facilities. A greater percentage of total responses rate specialty areas to be reasonably adequate or better (55.9 percent versus 52.7 percent). Middle schools also report fewer inadequate or missing features, and when they do, it is most often because the facility does not include a particular feature. Over half of the "not included in facility" responses result from two items: all-purpose rooms and language labs. Neither of these results is particularly surprising, since many middle schools are former high schools or were built on the high school model with separate gymnasiums and cafeteria facilities rather than the all-purpose room more common to elementary facilities. As far as dedicated language labs are concerned, less than one in four middle schools report having one. While that figure is low, it is not that far below high schools where 62 percent report no language labs. Auditoriums and technical/career education were the only other features missing from middle school facilities more than 10 percent of the time.

06/2001

Condition of Facilities: Dedicated Specialty Areas
Summary of Responses by Survey Item
Middle Schools (N = 169)

Table 5D

Number and Percentage of Schools Reporting a Building Feature to be:

	Well Above Adequate		Reasonably Adequate		Minimally Adequate		Less Than Adequate		Not Included in Facility	
Survey Item Description:	#	%	#	%	#	%	#	%	#	%
Art Room(s)	54	32.0%	71	42.0%	34	20.1%	7	4.1%	3	1.8%
Music Room(s)	49	29.0%	62	36.7%	42	24.9%	7	4.1%	9	5.3%
All-Purpose Room (Gym/Aud/Caf.)	15	8.9%	22	13.0%	10	5.9%	1	0.6%	121	71.6%
Gymnasium	44	26.0%	84	49.7%	22	13.0%	13	7.7%	6	3.6%
Auditorium	30	17.8%	46	27.2%	17	10.1%	9	5.3%	67	39.6%
Cafeteria	46	27.2%	75	44.4%	28	16.6%	9	5.3%	11	6.5%
Outdoor Athletic Facilities	28	16.6%	67	39.6%	45	26.6%	13	7.7%	16	9.5%
Education Technology	49	29.0%	59	34.9%	49	29.0%	8	4.7%	4	2.4%
Science Lab(s)	46	27.2%	63	37.3%	38	22.5%	15	8.9%	7	4.1%
Library Media Centers	57	33.7%	61	36.1%	32	18.9%	17	10.1%	2	1.2%
Language Lab(s)	5	3.0%	13	7.7%	11	6.5%	7	4.1%	133	78.7%
Technical/Career Education	22	13.0%	46	27.2%	43	25.4%	13	7.7%	45	26.6%
Office/Administrative Space	40	23.7%	65	38.5%	47	27.8%	17	10.1%	0	0.0%
Guidance/Student Services	46	27.2%	58	34.3%	49	29.0%	13	7.7%	3	1.8%
Total Responses	531	22.4%	792	33.5%	467	19.7%	149	6.3%	427	18.0%

06/2001

Middle School Facilities: Dedicated Specialty Areas
Summary of Items Rated Reasonably Adequate
Or Better by Education Reference Group(ERG)

Table 5E

Education Reference Group (ERG)	Total Schools	Count of Schools Based on the Number of Items Rated Reasonably Adequate or Better															# of features rated reasonably adequate/better					
																	At least 11		At least 8		3 or less	
		14 of 14 Items	13 of 14 Items	12 of 14 Items	11 of 14 Items	10 of 14 Items	9 of 14 Items	8 of 14 Items	7 of 14 Items	6 of 14 Items	5 of 14 Items	4 of 14 Items	3 of 14 Items	2 of 14 Items	1 of 14 Items	0 of 14 Items	Schools	%	Schools	%	Schools	%
A	11	0	0	3	2	1	0	0	1	1	1	1	0	1	0	0	5	45.5%	6	54.5%	1	9.1%
B	27	0	0	8	2	2	4	5	2	1	1	0	2	0	0	0	10	37.0%	21	77.8%	2	7.4%
C	20	0	1	1	3	3	2	0	2	0	2	0	2	1	2	1	5	25.0%	10	50.0%	6	30.0%
D	22	0	0	2	4	2	1	2	3	3	0	1	1	1	1	1	6	27.3%	11	50.0%	4	18.2%
E	9	0	0	1	1	1	0	1	2	0	1	1	0	0	1	0	2	22.2%	4	44.4%	1	11.1%
F	26	0	1	4	3	3	2	3	2	2	0	1	3	2	0	0	8	30.8%	16	61.5%	5	19.2%
G	9	0	0	1	2	1	1	0	1	2	1	0	0	0	0	0	3	33.3%	5	55.6%	0	0.0%
H	24	0	0	4	3	4	0	1	3	2	0	1	0	3	1	2	7	29.2%	12	50.0%	6	25.0%
I	21	0	1	0	4	2	2	3	1	4	0	1	2	0	0	1	5	23.8%	12	57.1%	3	14.3%
Total Schools	169	0	3	24	24	19	12	15	17	15	6	6	10	8	5	5	51	30.2%	97	57.4%	28	16.6%
Percent of Total - Schools	100%	0%	2%	14%	14%	11%	7%	9%	10%	9%	4%	4%	6%	5%	3%	3%						
Cumulative Percent		0%	2%	16%	30%	41%	49%	57%	67%	76%	80%	83%	89%	94%	97%	100%						

Section 5
Dedicated Specialty Areas (continued)

High Schools

High school facilities were most likely to include all or most of the specialty areas surveyed. From Table 5F, less than 10 percent of all responses show features missing from buildings, and one-half of these can be attributed to the language lab item. Auditoriums and music rooms are the other areas most frequently reported to be lacking (33 and 22 schools, respectively). Only four high schools reported no educational technology, down from 23 two years ago. As far as the number of features rated reasonably adequate or better, high schools generally continue to be rated higher than elementary and middle schools with 65.3 percent versus 52.7 percent and 55.9 percent, respectively.

The ERG Table 5G does not reveal a particular pattern for high schools. ERGs B, D and H reported the highest percentages of quality features. ERGs A, C, E, G and I were all within a few percentage points of each other at the low end.

The vocational-technical schools are at a disadvantage in terms of reporting a high percentage because most, if not all, do not have language iabs, music rooms or auditoriums.

06/2001

Condition of Facilities: Dedicated Specialty Areas
Summary of Responses by Survey Item
High Schools (N = 163)

Table 5F

Number and Percentage of Schools Reporting a Building Feature to be:

	Well Above Adequate		Reasonably Adequate		Minimally Adequate		Less Than Adequate		Not Included in Facility	
Survey Item Description:	#	%	#	%	#	%	#	%	#	%
Art Room(s)	39	23.9%	74	45.4%	41	25.2%	3	1.8%	6	3.7%
Music Room(s)	34	20.9%	73	44.8%	30	18.4%	4	2.5%	22	13.5%
Gymnasium	49	30.1%	85	52.1%	21	12.9%	2	1.2%	6	3.7%
Auditorium	52	31.9%	54	33.1%	22	13.5%	2	1.2%	33	20.2%
Cafeteria	42	25.8%	78	47.9%	30	18.4%	8	4.9%	5	3.1%
Outdoor Athletic Facilities	39	23.9%	77	47.2%	30	18.4%	9	5.5%	8	4.9%
Education Technology	57	35.0%	60	36.8%	33	20.2%	9	5.5%	4	2.5%
Science Lab(s)	45	27.6%	68	41.7%	38	23.3%	9	5.5%	3	1.8%
Library Media Centers	34	20.9%	81	49.7%	34	20.9%	10	6.1%	4	2.5%
Language Lab(s)	19	11.7%	21	12.9%	10	6.1%	12	7.4%	101	62.0%
Technical/Career Education	25	15.3%	77	47.2%	38	23.3%	11	6.7%	12	7.4%
Office/Administrative Space	35	21.5%	64	39.3%	55	33.7%	9	5.5%	0	0.0%
Guidance/Student Services	41	25.2%	60	36.8%	55	33.7%	6	3.7%	1	0.6%
Total Responses	511	24.1%	872	41.2%	437	20.6%	94	4.4%	205	9.7%

06/2001

High School Facilities: Dedicated Specialty Areas
Summary of Items Rated Reasonably Adequate
Or Better by Education Reference Group(ERG)

Table 5G

Education Reference Group (ERG)	Total Schools	Count of Schools Based on the Number of Items Rated Reasonably Adequate or Better														# of features rated reasonably adequate/better					
																At least 10		At least 7		3 or less	
		13 of 13 Items	12 of 13 Items	11 of 13 Items	10 of 13 Items	9 of 13 Items	8 of 13 Items	7 of 13 Items	6 of 13 Items	5 of 13 Items	4 of 13 Items	3 of 13 Items	2 of 13 Items	1 of 13 Items	0 of 13 Items	Schools	%	Schools	%	Schools	%
A	9	0	2	0	1	0	3	2	0	0	1	0	0	0	0	3	33.3%	8	88.9%	0	0.0%
B	18	6	4	1	2	1	1	0	0	0	2	0	1	0	0	13	72.2%	15	83.3%	1	5.6%
C	20	2	3	2	0	0	0	3	4	0	4	1	1	0	0	7	35.0%	10	50.0%	2	10.0%
D	20	3	4	3	4	0	2	1	1	0	1	0	1	0	0	14	70.0%	17	85.0%	1	5.0%
E	9	2	1	0	0	1	2	0	1	1	0	1	0	0	0	3	33.3%	6	66.7%	1	11.1%
F	20	0	4	4	2	1	2	2	0	1	1	1	1	1	0	10	50.0%	15	75.0%	3	15.0%
G	11	1	3	0	0	2	1	0	2	0	0	0	1	0	1	4	36.4%	7	63.6%	2	18.2%
H	17	4	1	2	2	1	4	0	2	0	1	0	0	0	0	9	52.9%	14	82.4%	0	0.0%
I	22	0	1	5	2	1	3	1	0	2	2	2	0	2	1	8	36.4%	13	59.1%	5	22.7%
VT Sch.	17	0	0	1	2	4	1	3	4	2	0	0	0	0	0	3	17.6%	11	64.7%	0	0.0%
Total Schools	163	18	23	18	15	11	19	12	14	6	12	5	5	3	2	74	45.4%	116	71.2%	15	9.2%
Percent of Total Schools	100%	11%	14%	11%	9%	7%	12%	7%	9%	4%	7%	3%	3%	2%	1%						
Cumulative Percent		11%	25%	36%	45%	52%	64%	71%	80%	84%	91%	94%	97%	99%	100%						

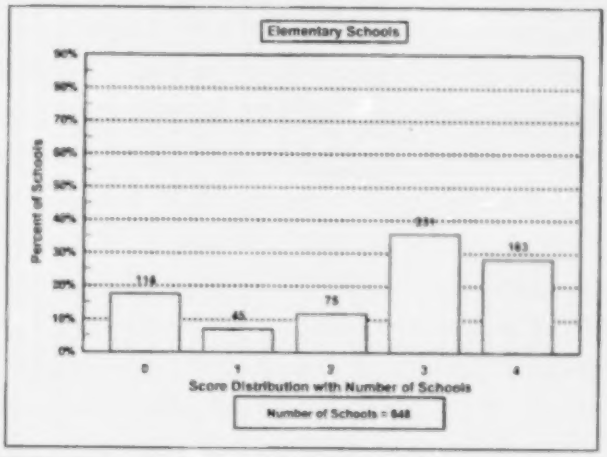
Art Room(s):

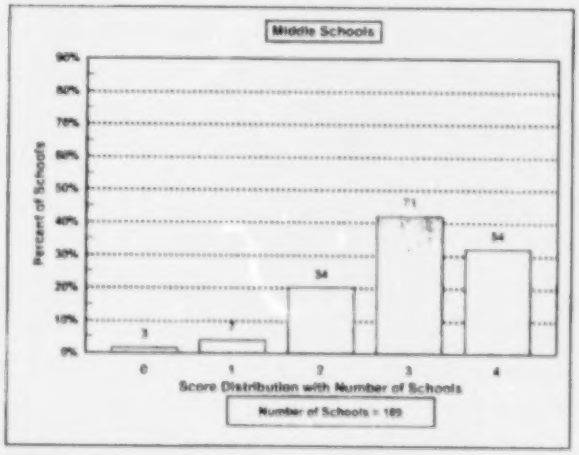
Districts were asked to rate each item on a scale of 0 to 4 as described in the summary table below. The survey instructions included the following description of a facility that can be considered for a rating of 4.

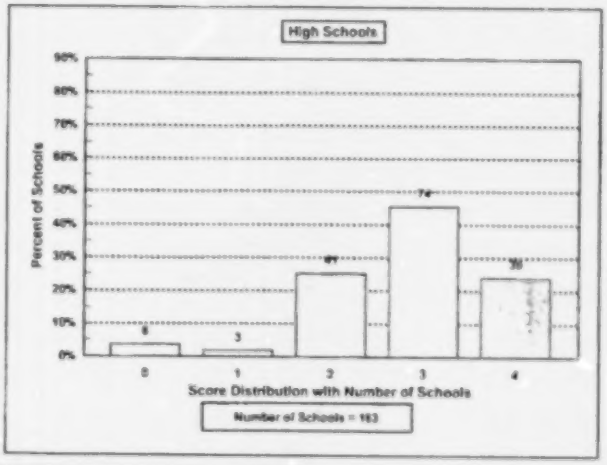
There is a complete art program with a dedicated art room to accommodate either individual or small group projects and specialized equipment. The lighting is brighter than in most other instructional spaces, and water and sinks are provided. There is adequate storage for supplies and ongoing projects.

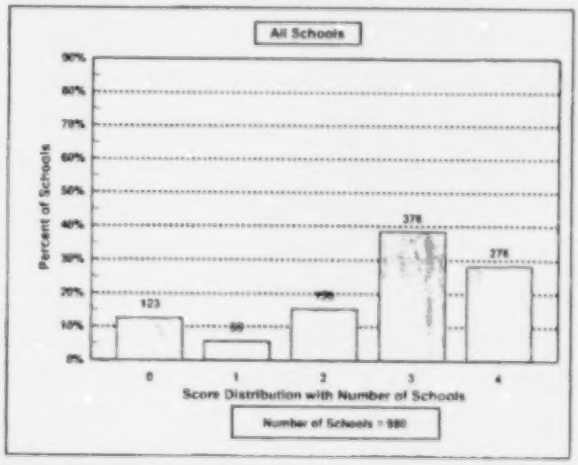
SUMMARY TABLE

Rating	Description	Elementary Schools	Middle Schools	High Schools	All Schools
0	Not included in Facility	114	3	6	123
1	Less than adequate	45	7	3	55
2	Minimally adequate	75	34	41	150
3	Reasonably adequate	231	71	74	376
4	Well above adequate	183	54	39	276
	Total responses	648	169	163	980
Percent of responses rated 0 or 1:					
	Art Room(s)	24.5%	5.9%	5.5%	18.2%
	All dedicated specialty area items	28.3%	24.3%	14.1%	24.7%
Percent of responses rated 3 or 4:					
	Art Room(s)	63.9%	74.0%	69.3%	66.5%
	All dedicated specialty area items	52.6%	55.9%	65.3%	55.8%









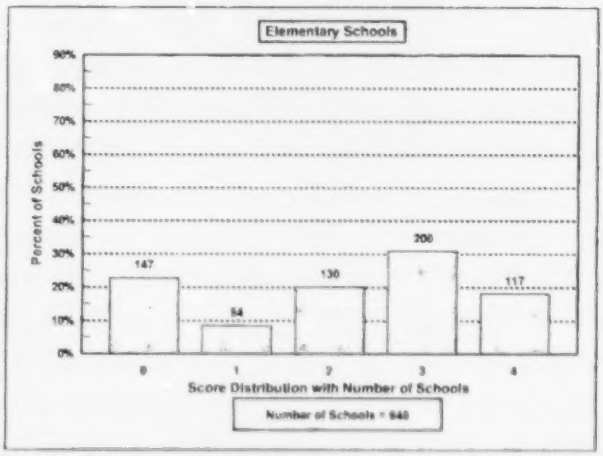
Music Room(s):

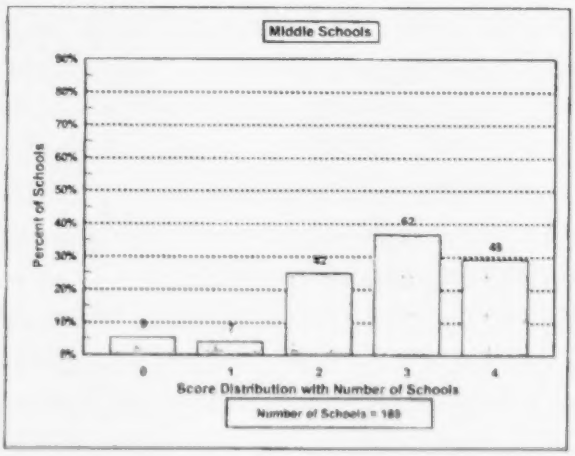
Districts were asked to rate each item on a scale of 0 to 4 as described in the summary table below. The survey instructions included the following description of a facility that can be considered for a rating of 4.

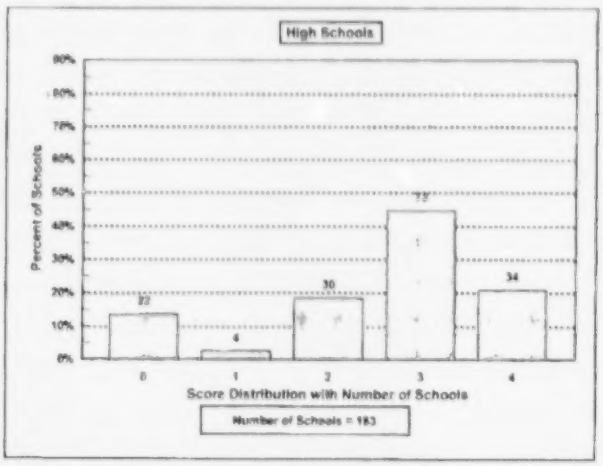
There is separate dedicated space designed for the music program, both choral and instrumental, with acoustic treatment. There is adequate storage space for sheet music and instruments, along with practice rooms.

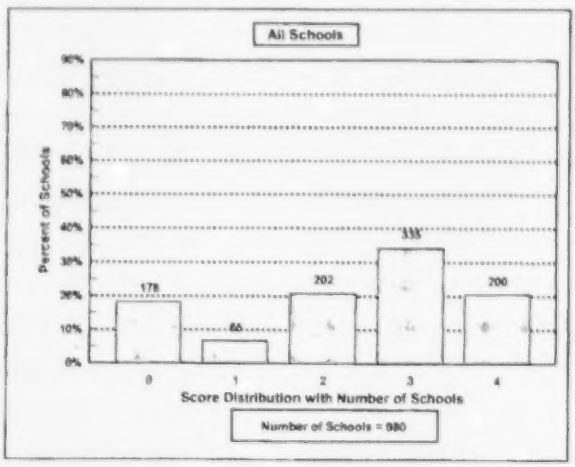
SUMMARY TABLE

Rating	Description	Elementary Schools	Middle Schools	High Schools	All Schools
0	Not included in Facility	147	9	22	178
1	Less than adequate	54	7	4	65
2	Minimally adequate	130	42	30	202
3	Reasonably adequate	200	62	73	335
4	Well above adequate	117	49	34	200
	Total responses	648	169	163	980
Percent of responses rated 0 or 1:					
	Music Room(s)	31.0%	9.5%	16.0%	24.8%
	All dedicated specialty area items	28.3%	24.3%	14.1%	24.7%
Percent of responses rated 3 or 4:					
	Music Room(s)	48.9%	65.7%	65.6%	54.6%
	All dedicated specialty area items	52.6%	55.9%	65.3%	55.8%









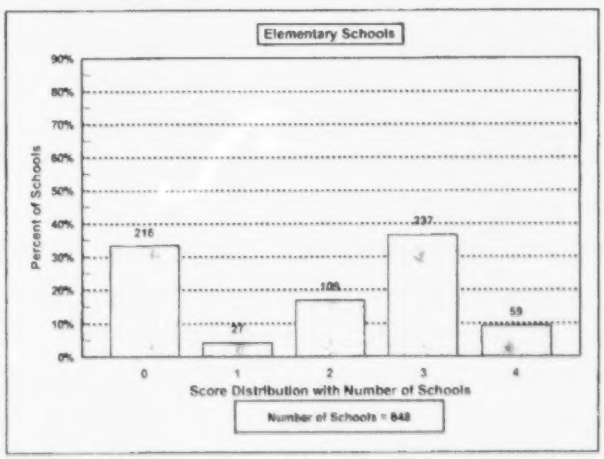
All-Purpose Room (Gym/Aud/Caf.):

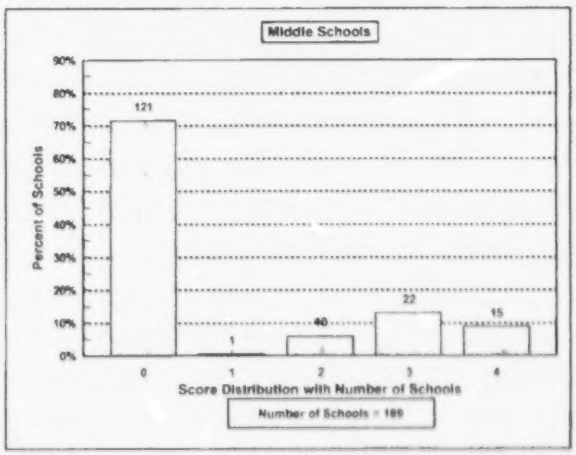
Districts were asked to rate each item on a scale of 0 to 4 as described in the summary table below. The survey instructions included the following description of a facility that can be considered for a rating of 4.

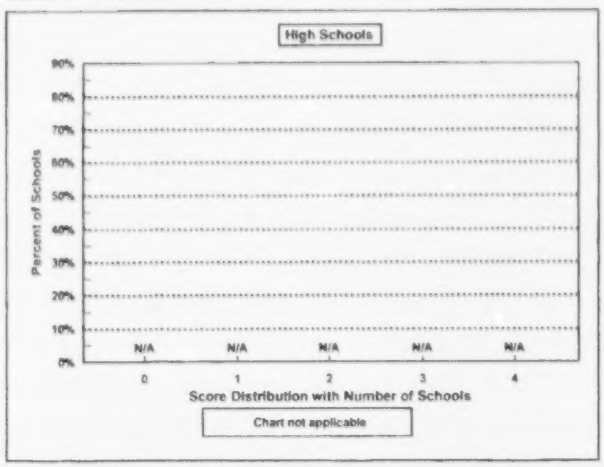
There is a general purpose room that serves as any combination of gymnasium, auditorium and cafeteria.

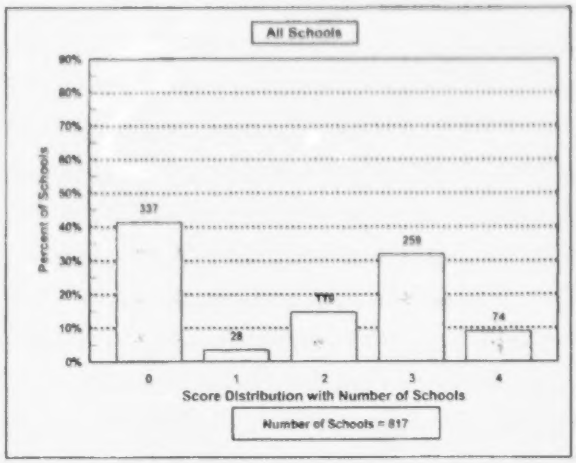
SUMMARY TABLE

Rating	Description	Elementary Schools	Middle Schools	High Schools	All Schools
0	Not included in Facility	216	121	N/A	337
1	Less than adequate	27	1	N/A	28
2	Minimally adequate	109	10	N/A	119
3	Reasonably adequate	237	22	N/A	259
4	Well above adequate	59	15	N/A	74
	Total responses	648	169	N/A	817
Percent of responses rated 0 or 1:					
	All-Purpose Room (Gym/Aud/Caf.)	37.5%	72.2%	N/A	44.7%
	All dedicated specialty area items	28.3%	24.3%	14.1%	24.7%
Percent of responses rated 3 or 4:					
	All-Purpose Room (Gym/Aud/Caf.)	45.7%	21.9%	N/A	40.8%
	All dedicated specialty area items	52.6%	55.9%	65.3%	55.8%









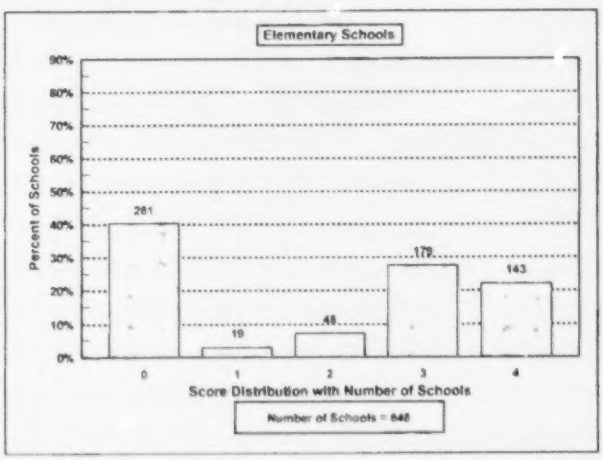
Gymnasium:

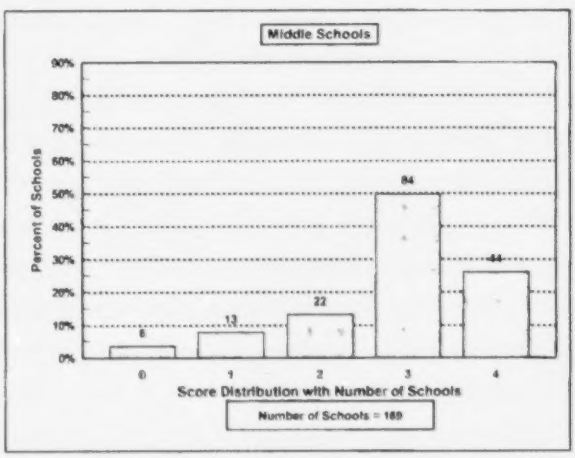
Districts were asked to rate each item on a scale of 0 to 4 as described in the summary table below. The survey instructions included the following description of a facility that can be considered for a rating of 4.

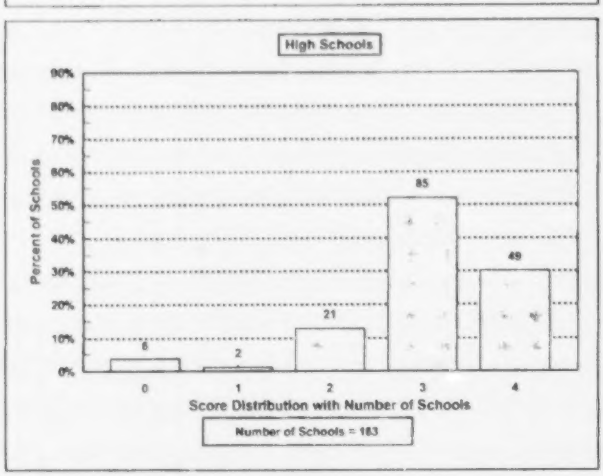
The school has gymnasium facilities with sufficient space to accommodate equal programs. Middle and high schools should also include shower and locker facilities. Adequate equipment for the appropriate grade range is available, along with sufficient storage space.

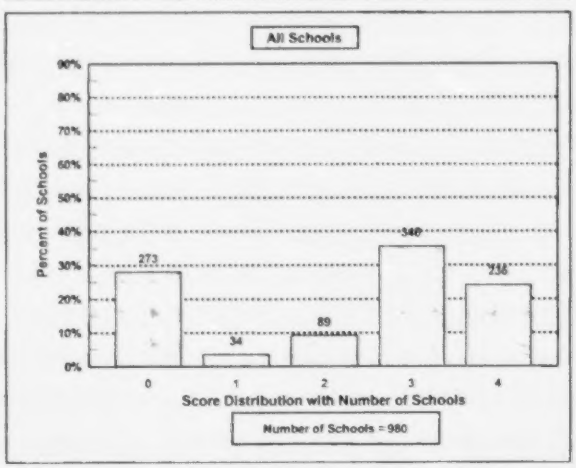
SUMMARY TABLE

Rating	Description	Elementary Schools	Middle Schools	High Schools	All Schools
0	Not included in Facility	261	6	6	273
1	Less than adequate	19	13	2	34
2	Minimally adequate	46	22	21	89
3	Reasonably adequate	179	84	85	348
4	Well above adequate	143	44	49	236
	Total responses	648	169	163	980
Percent of responses rated 0 or 1:					
	Gymnasium	43.2%	11.2%	4.9%	31.3%
	All dedicated specialty area items	28.3%	24.3%	14.1%	24.7%
Percent of responses rated 3 or 4:					
	Gymnasium	49.7%	75.7%	82.2%	59.6%
	All dedicated specialty area items	52.6%	55.9%	65.3%	55.8%









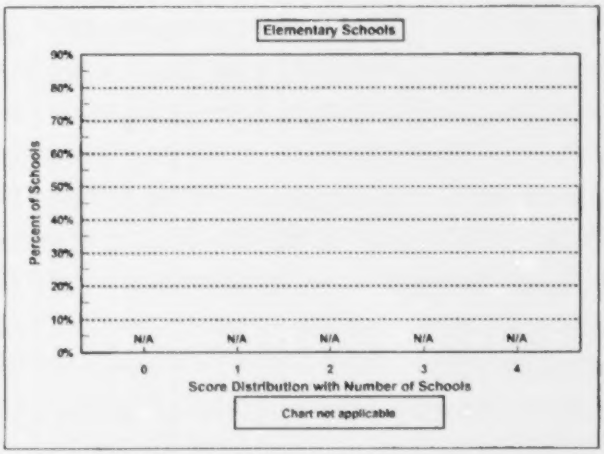
Auditorium:

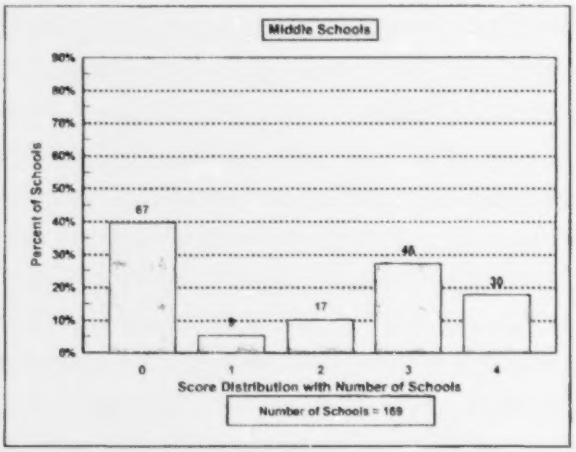
Districts were asked to rate each item on a scale of 0 to 4 as described in the summary table below. The survey instructions included the following description of a facility that can be considered for a rating of 4.

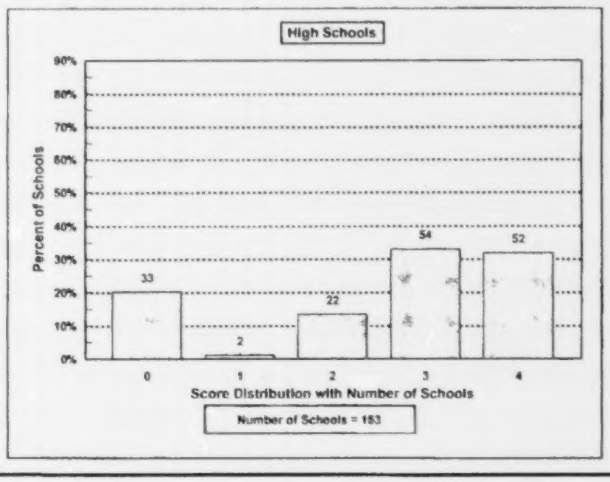
The school has an auditorium with fixed seating for at least one-half of the enrollment, with the capacity to do theater productions as well as vocal and instrumental performances.

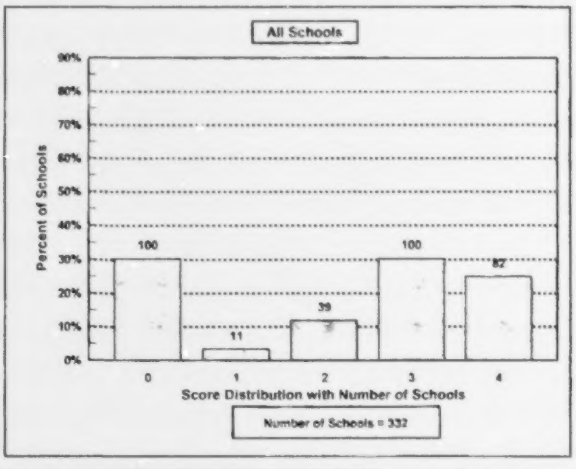
SUMMARY TABLE

Rating	Description	Elementary Schools	Middle Schools	High Schools	All Schools
0	Not included in Facility	N/A	67	33	100
1	Less than adequate	N/A	9	2	11
2	Minimally adequate	N/A	17	22	39
3	Reasonably adequate	N/A	46	54	100
4	Well above adequate	N/A	30	52	82
	Total responses	N/A	169	163	332
	Percent of responses rated 0 or 1:				
	Auditorium	N/A	45.0%	21.5%	33.4%
	All dedicated specialty area items	28.3%	24.3%	14.1%	24.7%
	Percent of responses rated 3 or 4:				
	Auditorium	N/A	45.0%	65.0%	54.8%
	All dedicated specialty area items	52.6%	55.9%	65.3%	55.8%









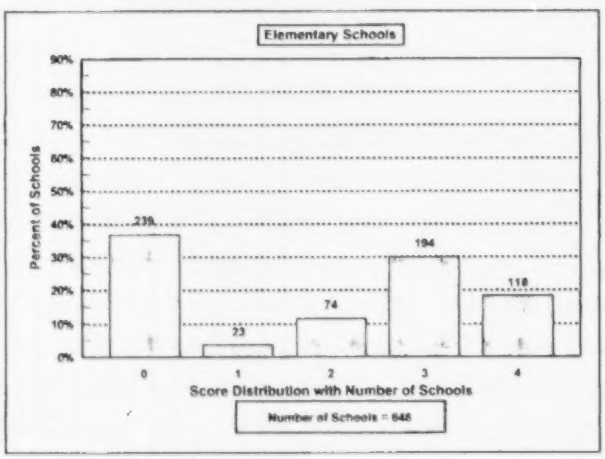
Cafeteria:

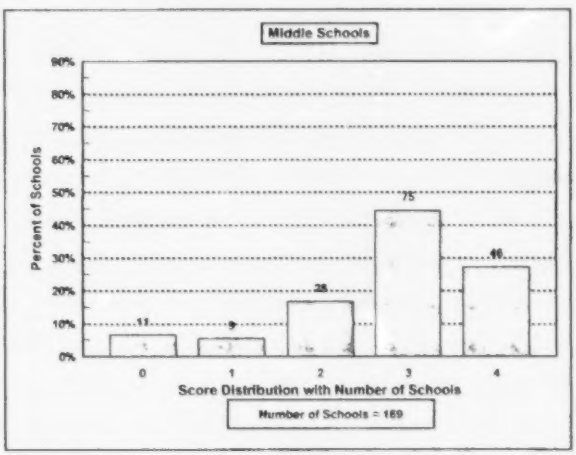
Districts were asked to rate each item on a scale of 0 to 4 as described in the summary table below. The survey instructions included the following description of a facility that can be considered for a rating of 4.

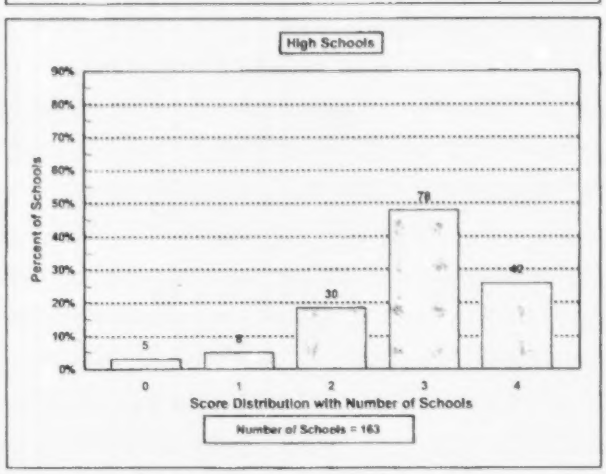
There is a cafeteria that seats at least one-third of the enrollment (for elementary schools) or one-fourth of the enrollment (for middle and high schools). Kitchen, serving and seating areas are well equipped and provide a comfortable dining environment.

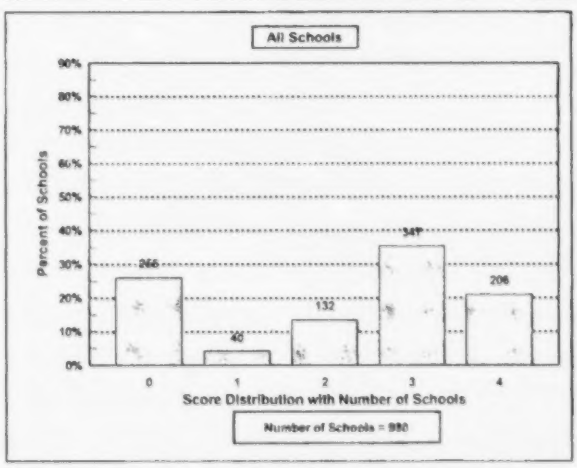
SUMMARY TABLE

Rating	Description	Elementary Schools	Middle Schools	High Schools	All Schools
0	Not included in Facility	239	11	5	255
1	Less than adequate	23	9	8	40
2	Minimally adequate	74	28	30	132
3	Reasonably adequate	194	75	78	347
4	Well above adequate	118	46	42	206
	Total responses	648	169	163	980
	Percent of responses rated 0 or 1:				
	Cafeteria	40.4%	11.8%	8.0%	30.1%
	All dedicated specialty area items	28.3%	24.3%	14.1%	24.7%
	Percent of responses rated 3 or 4:				
	Cafeteria	48.1%	71.6%	73.6%	56.4%
	All dedicated specialty area items	52.6%	55.9%	65.3%	55.8%









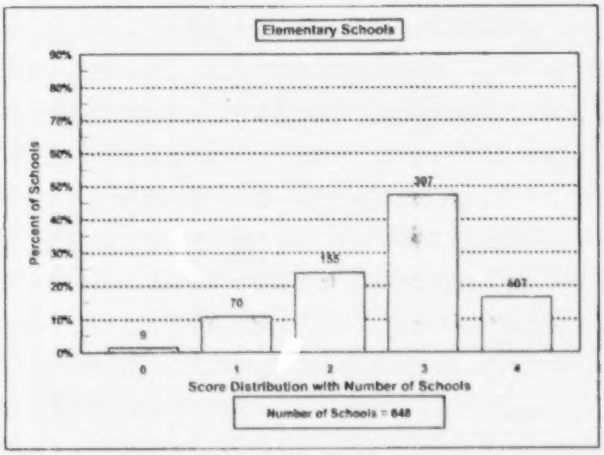
Outdoor Play Area(s):

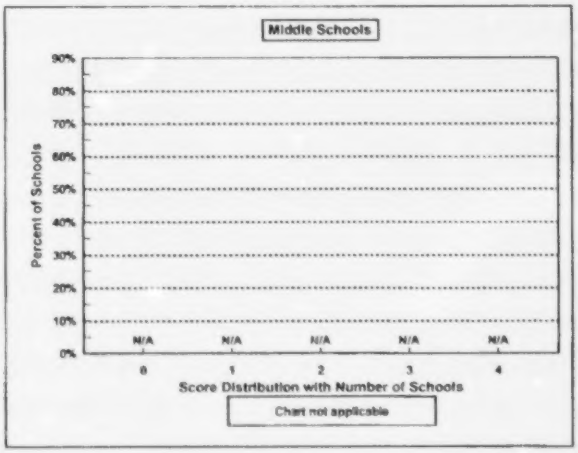
Districts were asked to rate each item on a scale of 0 to 4 as described in the summary table below. The survey instructions included the following description of a facility that can be considered for a rating of 4.

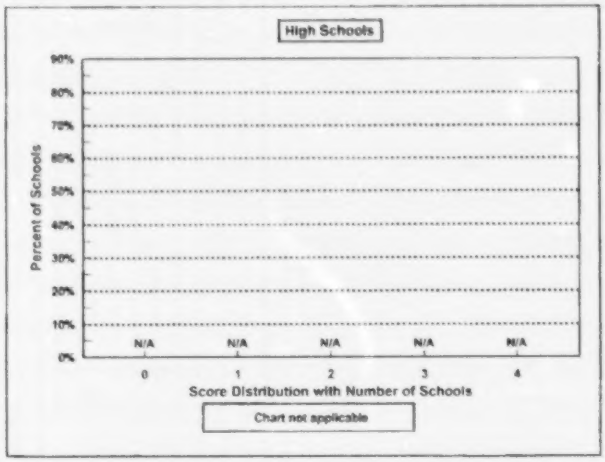
There is up-to-date equipment in safe condition, age appropriate, isolated from traffic, well drained, and of sufficient size to meet school programs and enrollment. Play area may be municipal if adjacent to the school.

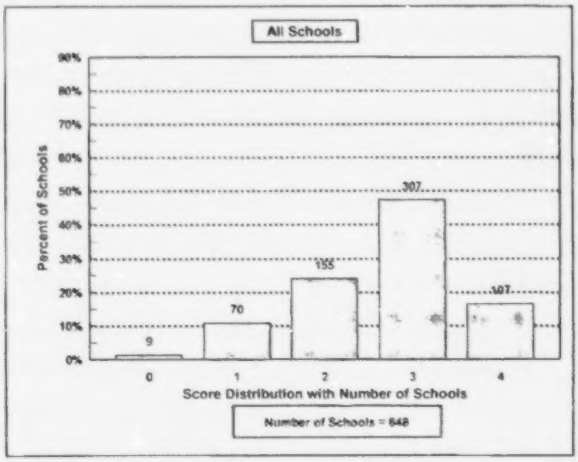
SUMMARY TABLE

Rating	Description	Elementary Schools	Middle Schools	High Schools	All Schools
0	Not included in Facility	9	N/A	N/A	9
1	Less than adequate	70	N/A	N/A	70
2	Minimally adequate	155	N/A	N/A	155
3	Reasonably adequate	307	N/A	N/A	307
4	Well above adequate	107	N/A	N/A	107
	Total responses	648	N/A	N/A	648
Percent of responses rated 0 or 1:					
	Outdoor Play Area(s)	12.2%	N/A	N/A	12.2%
	All dedicated specialty area items	28.3%	24.3%	14.1%	24.7%
Percent of responses rated 3 or 4:					
	Outdoor Play Area(s)	63.9%	N/A	N/A	63.9%
	All dedicated specialty area items	52.6%	55.9%	65.3%	55.8%









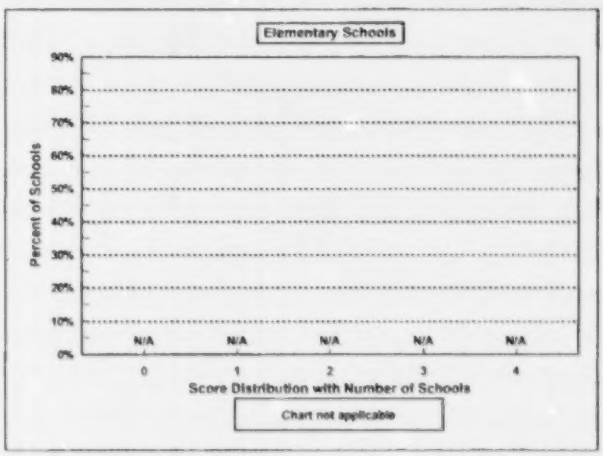
Outdoor Athletic Facilities:

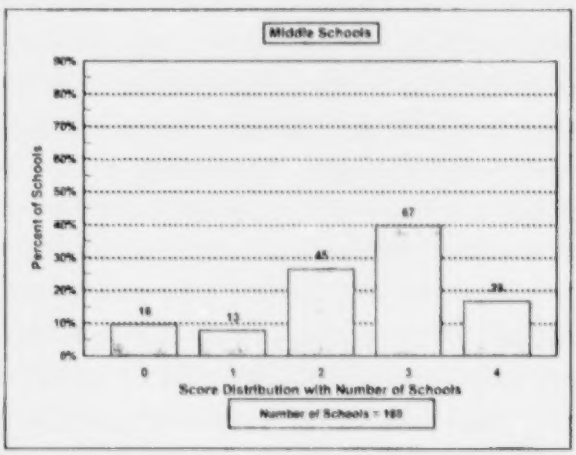
Districts were asked to rate each item on a scale of 0 to 4 as described in the summary table below. The survey instructions included the following description of a facility that can be considered for a rating of 4.

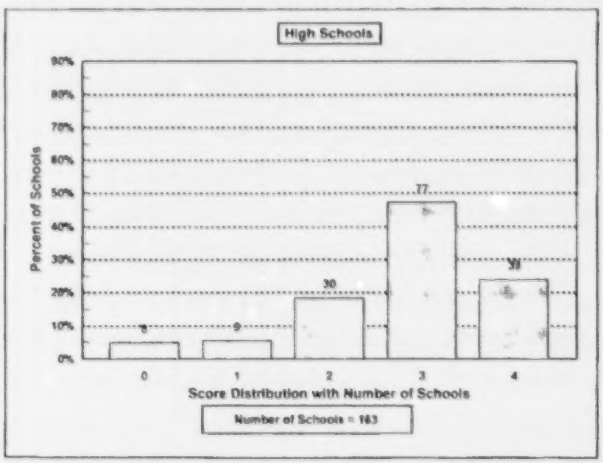
The playing fields meet the requirements of a complete interscholastic athletic program and are maintained in playing condition with adequate spectator and competitor accommodations. Athletic facilities may be those of the municipality and may be in a separate location from the school, except that off-site facilities should not be rated a 4 unless they are complemented by on-site facilities that properly support physical education instruction and intramural sports.

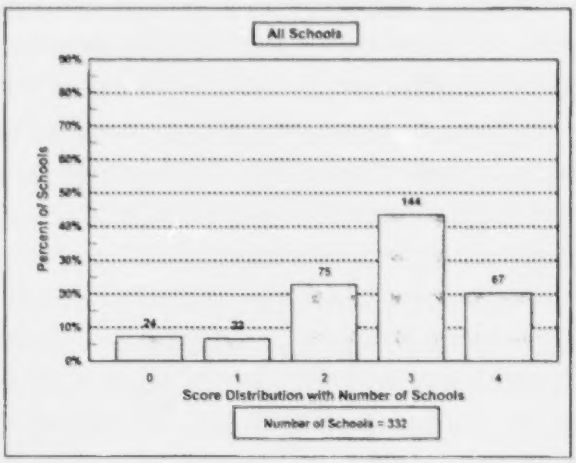
SUMMARY TABLE

Rating	Description	Elementary Schools	Middle Schools	High Schools	All Schools
0	Not included in Facility	N/A	16	8	24
1	Less than adequate	N/A	13	9	22
2	Minimally adequate	N/A	45	30	75
3	Reasonably adequate	N/A	67	77	144
4	Well above adequate	N/A	28	39	67
	Total responses	N/A	169	163	332
Percent of responses rated 0 or 1:					
	Outdoor Athletic Facilities	N/A	17.2%	10.4%	13.9%
	All dedicated specialty area items	28.3%	24.3%	14.1%	24.7%
Percent of responses rated 3 or 4:					
	Outdoor Athletic Facilities	N/A	56.2%	71.2%	63.6%
	All dedicated specialty area items	52.6%	55.9%	65.3%	55.8%









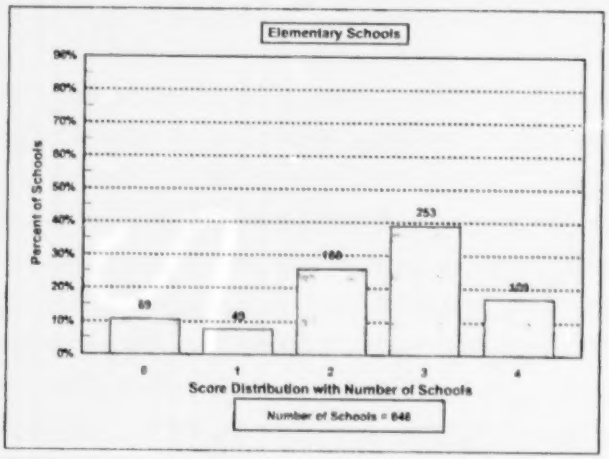
Education Technology:

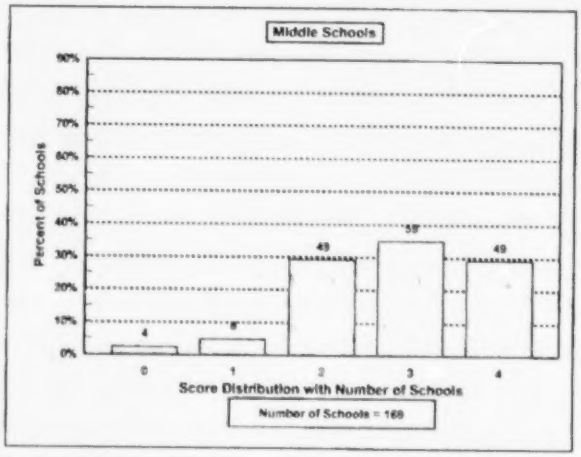
Districts were asked to rate each item on a scale of 0 to 4 as described in the summary table below. The survey instructions included the following description of a facility that can be considered for a rating of 4.

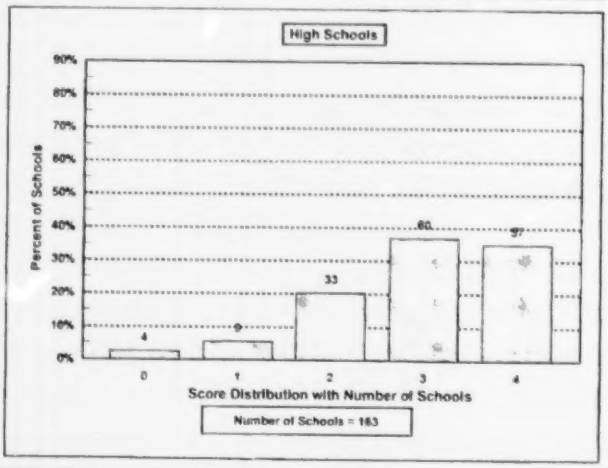
Hardware/Software combination utilizing voice, video and data communications used within spaces for the educational process. (Differs from survey item # 26, Technology Infrastructure, which is more focused on the wiring inside the walls.) A dedicated computer lab in lieu of usage in all program areas should get maximum rating of 2.

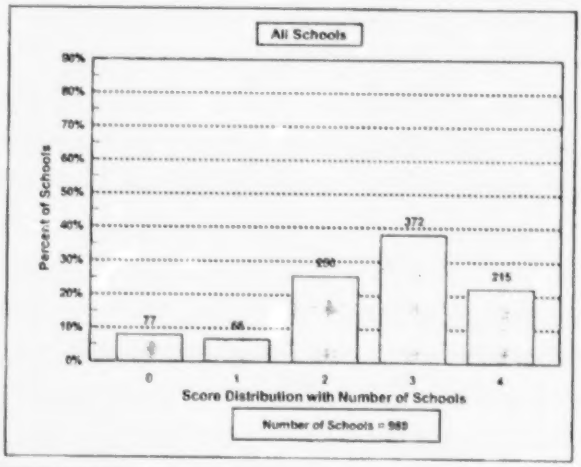
SUMMARY TABLE

Rating	Description	Elementary Schools	Middle Schools	High Schools	All Schools
0	Not included in Facility	69	4	4	77
1	Less than adequate	49	8	9	66
2	Minimally adequate	168	49	33	250
3	Reasonably adequate	253	59	60	372
4	Well above adequate	109	49	57	215
	Total responses	648	169	163	980
Percent of responses rated 0 or 1:					
	Education Technology	18.2%	7.1%	8.0%	14.6%
	All dedicated specialty area items	28.3%	24.3%	14.1%	24.7%
Percent of responses rated 3 or 4:					
	Education Technology	55.9%	63.9%	71.8%	59.9%
	All dedicated specialty area items	52.6%	55.9%	65.3%	55.8%









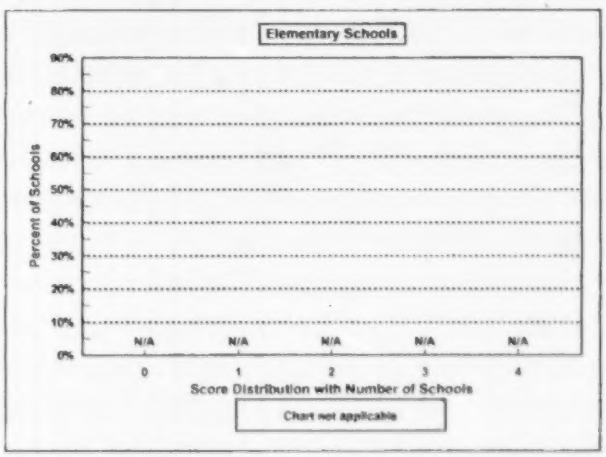
Science Lab(s):

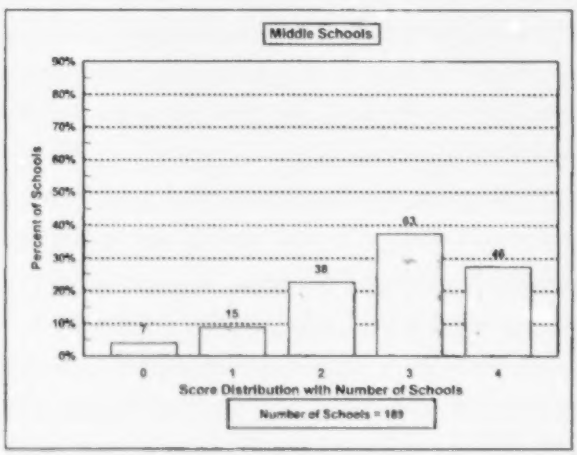
Districts were asked to rate each item on a scale of 0 to 4 as described in the summary table below. The survey instructions included the following description of a facility that can be considered for a rating of 4.

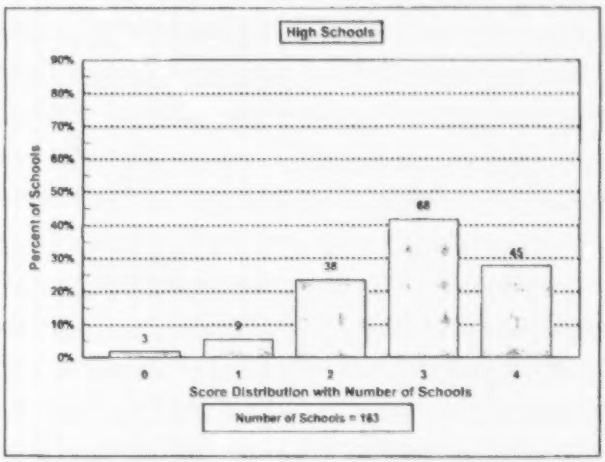
The school has sufficient teaching and laboratory space, equipped for biological, physical and earth science programs (elementary schools) or for earth science, biology, chemistry and physics (middle and high schools). Adequate prep rooms including appropriate water and gas fixtures and proper storage for hazardous materials with appropriate ventilation.

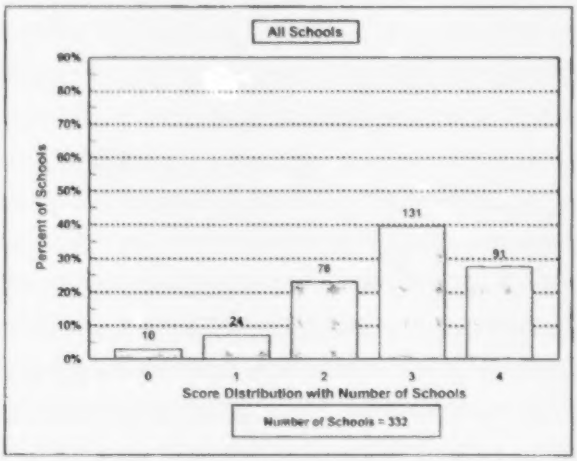
SUMMARY TABLE

Rating	Description	Elementary Schools	Middle Schools	High Schools	All Schools
0	Not included in Facility	N/A	7	3	10
1	Less than adequate	N/A	15	9	24
2	Minimally adequate	N/A	38	38	76
3	Reasonably adequate	N/A	63	68	131
4	Well above adequate	N/A	46	45	91
	Total responses	N/A	169	163	332
	Percent of responses rated 0 or 1:				
	Science Lab(s)	N/A	13.0%	7.4%	10.2%
	All dedicated specialty area items	28.3%	24.3%	14.1%	24.7%
	Percent of responses rated 3 or 4:				
	Science Lab(s)	N/A	64.5%	69.3%	66.9%
	All dedicated specialty area items	52.6%	55.9%	65.3%	55.8%









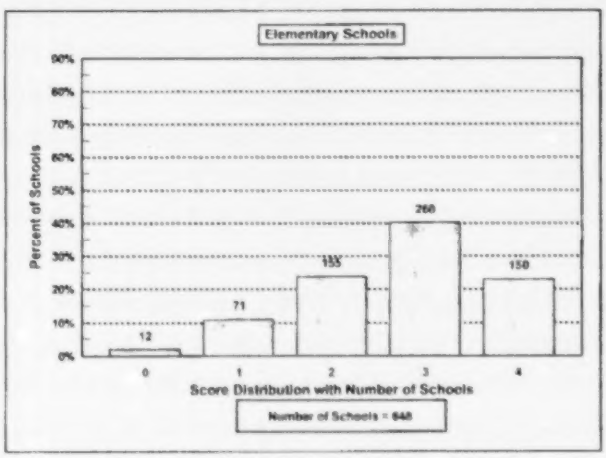
Library Media Centers:

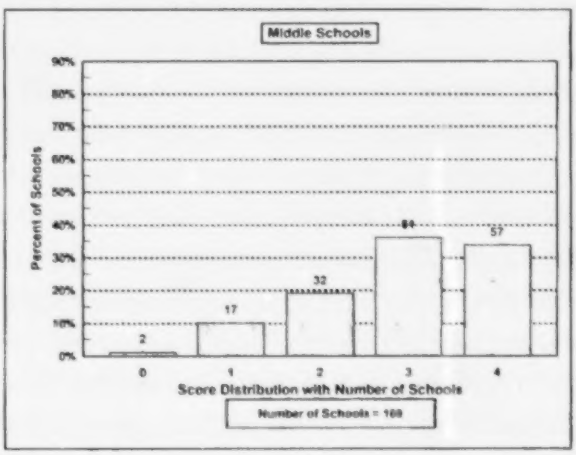
Districts were asked to rate each item on a scale of 0 to 4 as described in the summary table below. The survey instructions included the following description of a facility that can be considered for a rating of 4.

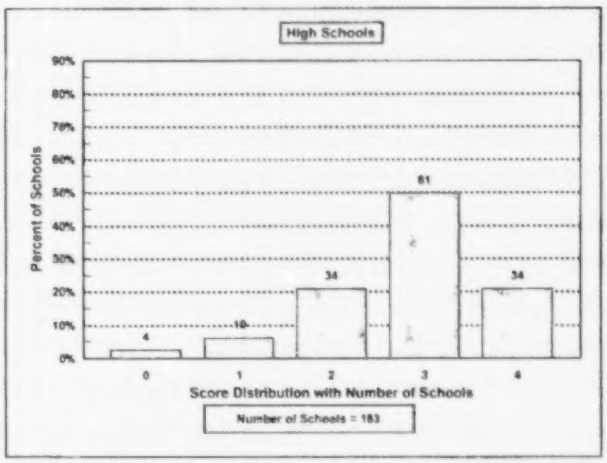
Has sufficient space to accommodate an adequate print, nonprint and electronic collection of materials, seating for instructional and study purposes, technology workstations, circulation, work area and storage.

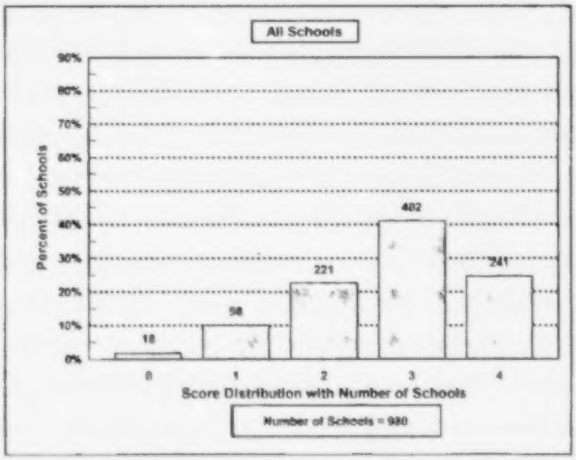
SUMMARY TABLE

Rating	Description	Elementary Schools	Middle Schools	High Schools	All Schools
0	Not included in Facility	12	2	4	18
1	Less than adequate	71	17	10	98
2	Minimally adequate	155	32	34	221
3	Reasonably adequate	260	61	81	402
4	Well above adequate	150	57	34	241
	Total responses	648	169	163	980
Percent of responses rated 0 or 1:					
	Library Media Centers	12.8%	11.2%	8.6%	11.8%
	All dedicated specialty area items	28.3%	24.3%	14.1%	24.7%
Percent of responses rated 3 or 4:					
	Library Media Centers	63.3%	69.8%	70.6%	65.6%
	All dedicated specialty area items	52.6%	55.9%	65.3%	55.8%









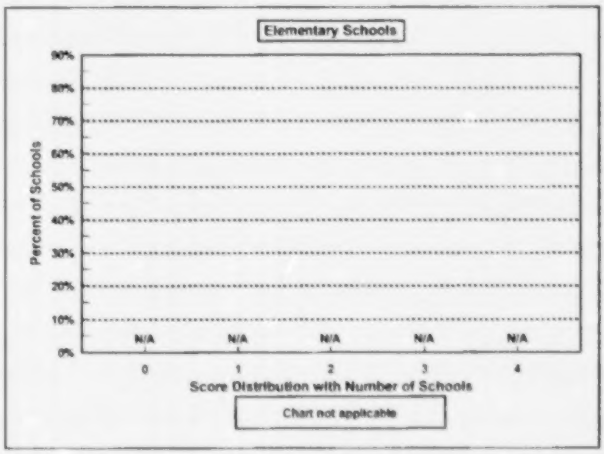
Language Lab(s):

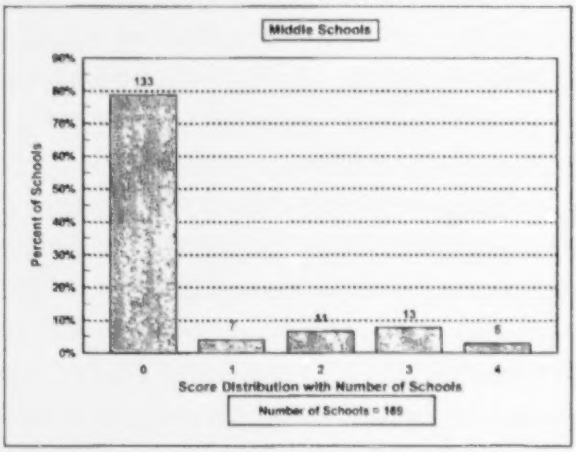
Districts were asked to rate each item on a scale of 0 to 4 as described in the summary table below. The survey instructions included the following description of a facility that can be considered for a rating of 4.

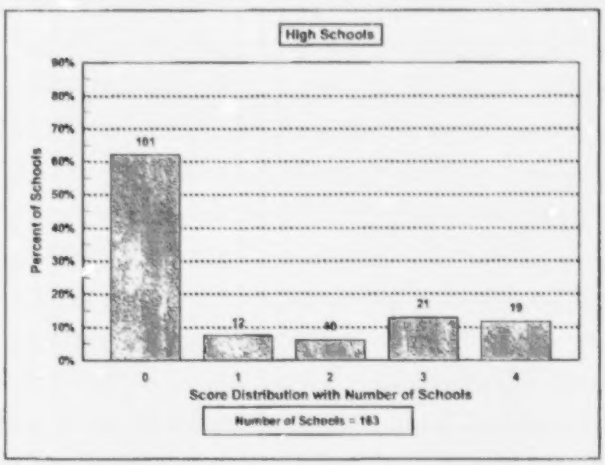
The school has dedicated language lab(s) which are multi-media areas enabling students to communicate through video, voice and data systems, as well as to record on an interactive basis.

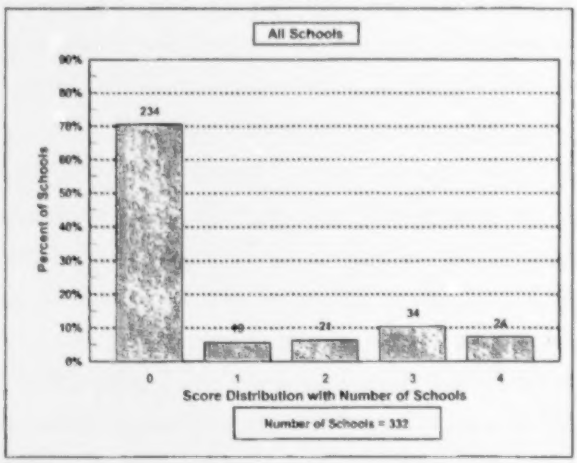
SUMMARY TABLE

Rating	Description	Elementary Schools	Middle Schools	High Schools	All Schools
0	Not included in Facility	N/A	133	101	234
1	Less than adequate	N/A	7	12	19
2	Minimally adequate	N/A	11	10	21
3	Reasonably adequate	N/A	13	21	34
4	Well above adequate	N/A	5	19	24
	Total responses	N/A	169	163	332
Percent of responses rated 0 or 1:					
	Language Lab(s)	N/A	82.8%	69.3%	76.2%
	All dedicated specialty area items	28.3%	24.3%	14.1%	24.7%
Percent of responses rated 3 or 4:					
	Language Lab(s)	N/A	10.7%	24.5%	17.5%
	All dedicated specialty area items	52.6%	55.9%	65.3%	55.8%









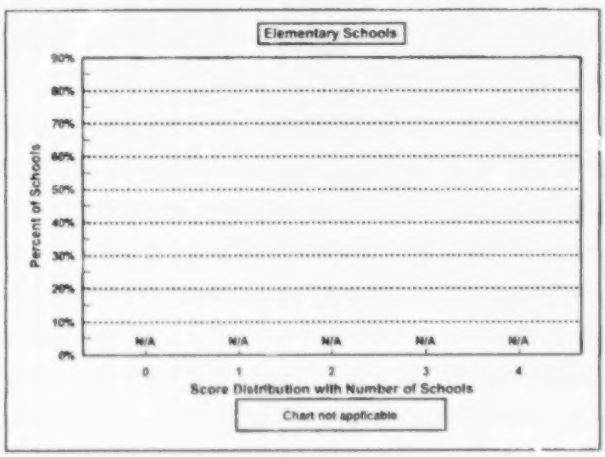
Technical/Career Education:

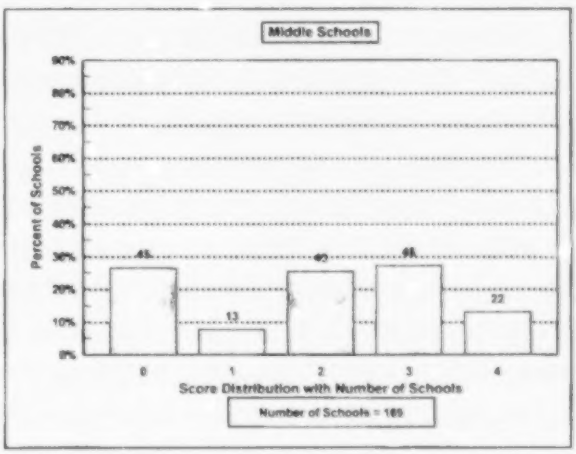
Districts were asked to rate each item on a scale of 0 to 4 as described in the summary table below. The survey instructions included the following description of a facility that can be considered for a rating of 4.

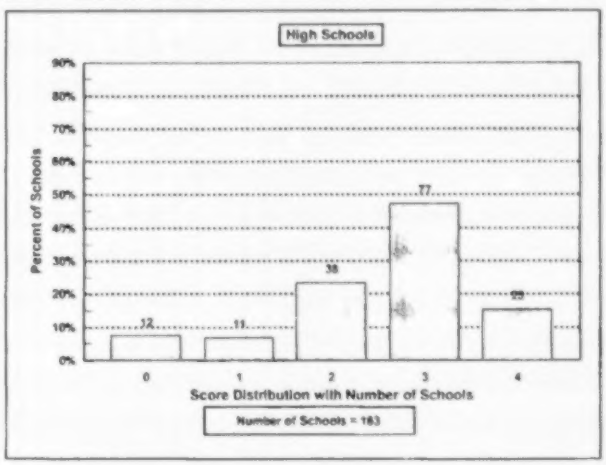
There is sufficient space, wired with voice, video and data technology, to teach and learn the content of technology education for the appropriate grade range. The space, consisting of both classroom and laboratory areas, is equipped with design tools, fabrication tools and materials essential to offering hands-on experiences in transportation, manufacturing, communication and construction systems. Facilities must also include all health and safety systems required by federal, state and local regulations.

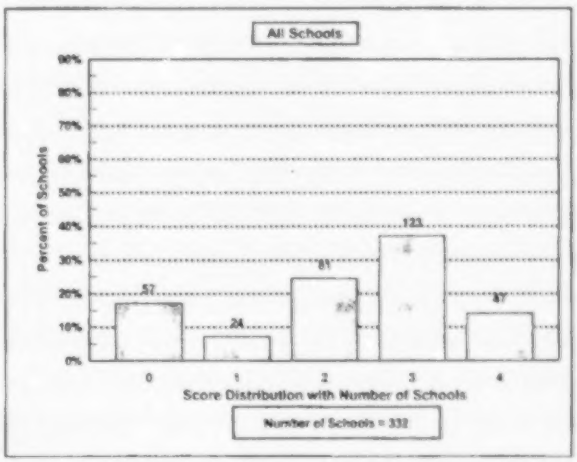
SUMMARY TABLE

Rating	Description	Elementary Schools	Middle Schools	High Schools	All Schools
0	Not included in Facility	N/A	45	12	57
1	Less than adequate	N/A	13	11	24
2	Minimally adequate	N/A	43	38	81
3	Reasonably adequate	N/A	46	77	123
4	Well above adequate	N/A	22	25	47
	Total responses	N/A	169	163	332
	Percent of responses rated 0 or 1:				
	Technical/Career Education	N/A	34.3%	14.1%	24.4%
	All dedicated specialty area items	28.3%	24.3%	14.1%	24.7%
	Percent of responses rated 3 or 4:				
	Technical/Career Education	N/A	40.2%	62.6%	51.2%
	All dedicated specialty area items	52.6%	55.9%	65.3%	55.8%









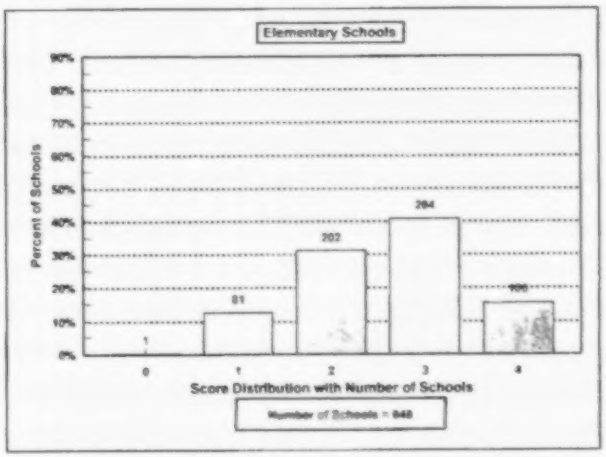
Office/Administrative Space:

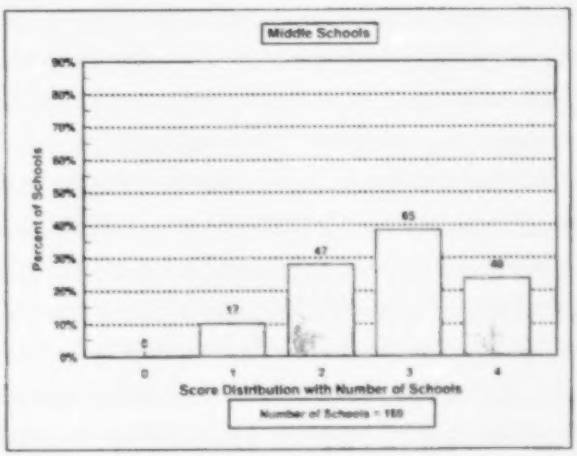
Districts were asked to rate each item on a scale of 0 to 4 as described in the summary table below. The survey instructions included the following description of a facility that can be considered for a rating of 4.

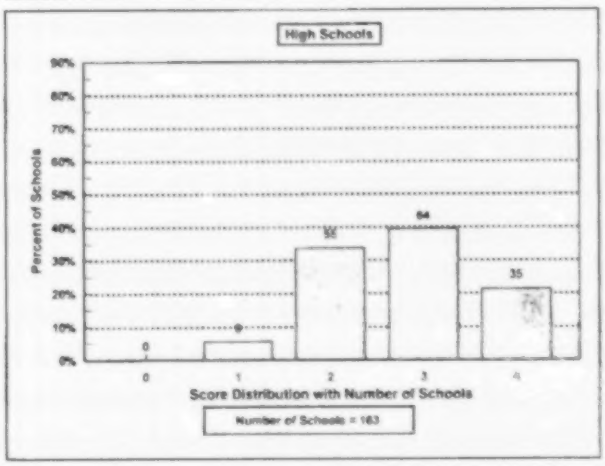
The school contains sufficient space to accommodate the school administration, including an efficient waiting and general office area with close proximity to main entrance of school. Offices are well planned, clean and quiet so as to present a professional educational atmosphere, and include technology infrastructure (e.g. voice, data, video connections).

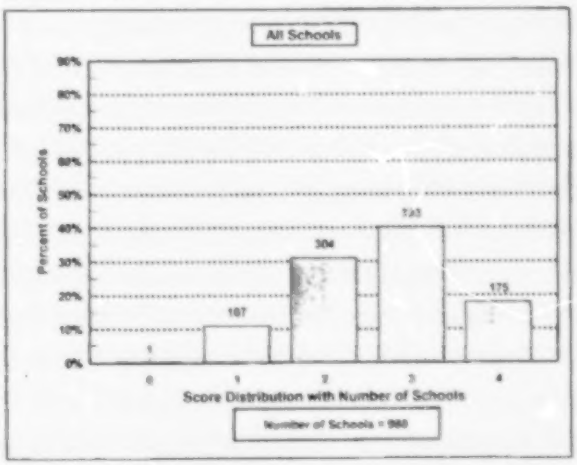
SUMMARY TABLE

Rating	Description	Elementary Schools	Middle Schools	High Schools	All Schools
0	Not included in Facility	1	0	0	1
1	Less than adequate	81	17	9	107
2	Minimally adequate	202	47	55	304
3	Reasonably adequate	264	65	64	393
4	Well above adequate	100	40	35	175
	Total responses	648	169	163	980
Percent of responses rated 0 or 1:					
	Office/Administrative Space	12.7%	10.1%	5.5%	11.0%
	All dedicated specialty area items	28.3%	24.3%	14.1%	24.7%
Percent of responses rated 3 or 4:					
	Office/Administrative Space	56.2%	62.1%	60.7%	58.0%
	All dedicated specialty area items	52.6%	55.9%	65.3%	55.8%









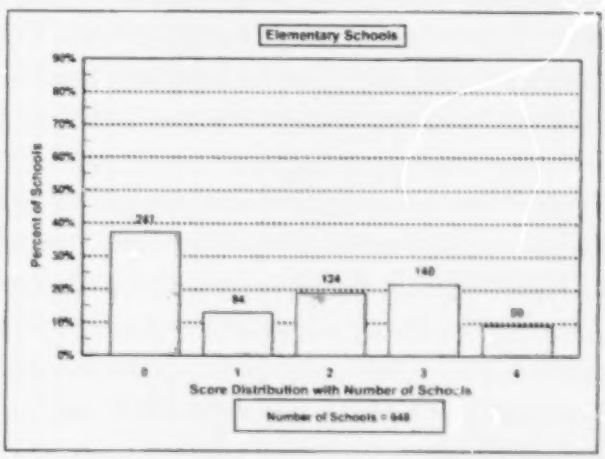
Guidance/Student Services:

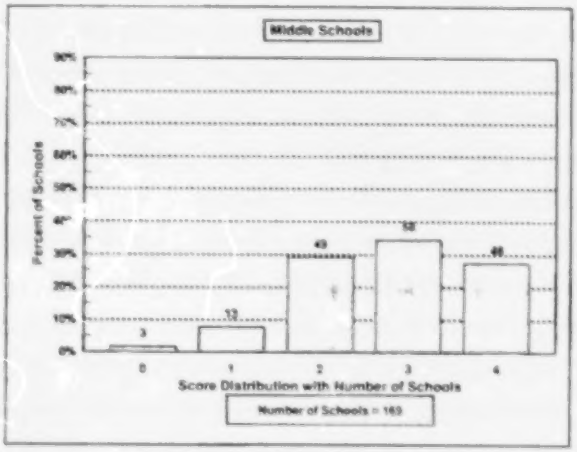
Districts were asked to rate each item on a scale of 0 to 4 as described in the summary table below. The survey instructions included the following description of a facility that can be considered for a rating of 4.

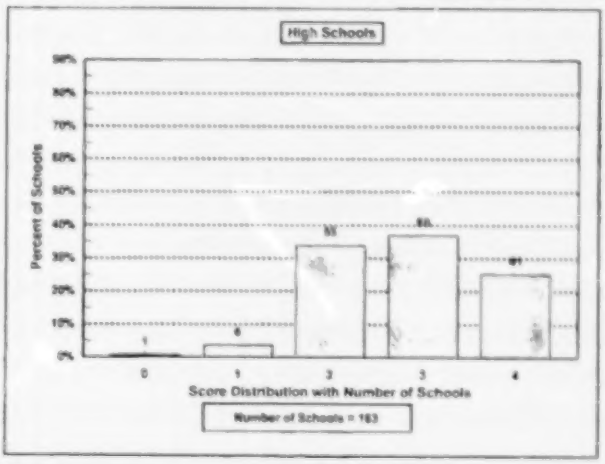
The school maintains guidance offices where counselors can meet with students in a confidential atmosphere that is clean, quiet and uncluttered. Student services, where provided, are in a central area with material presented in an attractive and orderly manner and include technology infrastructure.

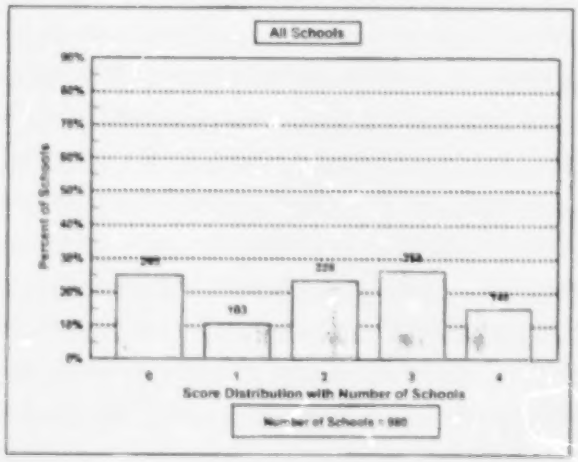
SUMMARY TABLE

Rating	Description	Elementary Schools	Middle Schools	High Schools	All Schools
0	Not included in Facility	241	3	1	245
1	Less than adequate	84	13	6	103
2	Minimally adequate	124	49	55	228
3	Reasonably adequate	140	58	60	258
4	Well above adequate	59	46	41	146
	Total responses	648	169	163	980
Percent of responses rated 0 or 1:					
	Guidance/Student Services	50.2%	9.5%	4.3%	35.5%
	All dedicated specialty area items	28.3%	24.3%	14.1%	24.7%
Percent of responses rated 3 or 4:					
	Guidance/Student Services	30.7%	61.5%	62.0%	41.2%
	All dedicated specialty area items	52.6%	55.9%	65.3%	55.8%









Section 6
Building Size and Capacity

The survey also requires districts to report the present physical capacity of each school building. There has been a noticeable shift in this data since the first survey results were filed in 1998. This shift is illustrated in Table 6A.

Two years ago school districts reported 0-10 percent available capacity in about 75 percent of elementary and middle schools. Available capacity beyond 10 percent was reported for about half of these schools.

For high schools, however, the percentages were much higher with 91.7 percent of high schools reporting up to 10 percent excess capacity and two-thirds reporting capacity beyond 10 percent.

A look at the data for 2000 shows that excess capacity at the high school level is decreasing significantly. Less than half of all high schools now report excess capacity greater than 10 percent. About one in four high schools now report no additional capacity, up from about one in ten two years ago.

This is in fairly sharp contrast with the elementary school figures which have begun to show increased capacity. This is consistent with the leveling off and beginning of a decline in enrollments in the earliest grades, as the higher number of students in intermediate grades continue to move through middle schools and into high schools.

This trend likely will continue for several more years before total state enrollment is projected to stop growing and perhaps decline slightly.

The population patterns within Connecticut do not provide for a uniform distribution of excess capacity across towns. Some cities and core suburbs are losing resident students, while towns in certain rural and suburban regions are growing quickly. Consequently, some communities may still face crowding in elementary buildings, while there continue to be middle and high school buildings in certain towns that are not yet overcrowded and may not become so in the foreseeable future.

It must also be noted that certain policy directions may have as much to do with future capacity issues as general enrollment trends. Continued growth in prekindergarten programs, class size reduction initiatives, and the potential for universal full-day kindergarten may fully utilize any excess capacity that develops in our elementary schools as general enrollment levels off.

As far as new construction is concerned, there are a greater number of more costly high school projects being proposed – some in excess of $80 million. There is also evidence that these high-cost projects, even after state authorization, are running into significant delays in local funding authorization and planning. Local school boards and building committees are being asked to scale back and rethink some of the more costly proposals even as the need for some measure of relief from overcrowding grows.

06/2001

Percentage of Schools with Capacity Utilization at or Above 100% 1998, 1999 and 2000 With Cumulative Change

Table 6A

School Type:	1998 %	1999 %	2000 %	Cumulative Change
Elementary Schools	24.4	24.2	21.6	-2.8
Middle Schools	23.9	28.9	31.4	7.5
High Schools	8.3	12.1	23.3	15.0

06/2001

Percentage of Schools with Less than 100% Capacity Utilization 1998, 1999 and 2000 With Cumulative Change

Table 6B

School Type:	1998 %	1999 %	2000 %	Cumulative Change
Elementary Schools	75.6	75.8	78.4	2.8
Middle Schools	76.1	71.1	68.6	-7.5
High Schools	91.7	87.9	76.7	-15.0

06/2001

Percentage of Schools with Less than 90% Capacity Utilization 1998, 1999 and 2000 With Cumulative Change

Table 6C

School Type:	1998 %	1999 %	2000 %	Cumulative Change
Elementary Schools	48.6	47.8	50.5	1.9
Middle Schools	49.1	50.6	41.4	-7.7
High Schools	67.5	61.1	48.5	-19.0

Section 7
Long-Term Facility Planning, Maintenance and Implementation

With regard to long-range facility planning, the results for 2000 continue to show slight improvement over 1999. Only eight districts have reported a serious deficiency in their long-range facility program required under Section 10-220 of the Connecticut General Statutes. The handful of districts with missing plans are one-school, elementary districts that will not be able to pursue future state-supported construction projects until the plan has been created.

Districts were also asked to rate their community's implementation of its long-range program. One hundred eight districts (64.3 percent) reported reasonably adequate or better implementation activities – three less than in 1999. Only ten districts report less than adequate implementation of their building programs (plans), down from last year's total of 13.

Similar questions regarding a facilities maintenance plan and its implementation, and an equipment repair/replacement program revealed the following: 134 districts (79.8 percent) reported a reasonably adequate or better maintenance plan, while 9 (5.4 percent) reported an inadequate plan or no plan. As for implementation, 113 districts (67.3 percent) reported reasonable maintenance plan implementation. Less than adequate implementation was reported by 14 (8.3 percent) districts. For equipment replacement, 100 (59.5 percent) reported a reasonably adequate or better plan, with 20 districts (11.9 percent) indicating inadequate or missing plans.

This data sorted by ERG appears in Tables 7A and 7B.

06/2001

Condition of Facilities - Facility Planning and Implementation
Summary of Responses by
Education Reference Group(ERG)

Table 7A

Education Reference Group (ERG)	Total Districts	Count of Districts Based on Their Responses to Questions Regarding Facility Planning and Maintenance									
		Long Range Facility Plan		Implementation of Plan		Equipment Repair/ Replacement		Building Maintenance Plan		Maintenance Implementation	
		Adequate or Better	Inadequate or Missing	Adequate or Better	Inadequate or Missing	Adequate or Better	Inadequate or Missing	Adequate or Better	Inadequate or Missing	Adequate or Better	Inadequate or Missing
		Number of Districts		Number of Districts		Number of Districts		Number of Districts		Number of Districts	
A	12	12	0	8	1	8	0	9	0	6	0
B	19	19	0	13	0	13	2	18	0	15	0
C	38	32	1	26	1	26	2	31	1	30	2
D	21	19	1	16	2	14	3	15	3	13	4
E	26	17	2	14	2	14	4	21	1	14	4
F	16	12	0	10	0	10	1	13	1	14	1
G	16	9	2	9	2	7	4	12	1	8	2
H	13	9	1	9	0	6	2	9	1	9	0
I	7	5	1	3	2	2	2	6	1	4	1
Totals	168	134	8	108	10	100	20	134	9	113	14

06/2001

Condition of Facilities - Facility Planning and Implementation
Summary of Responses in Percentages by
Education Reference Group(ERG)

Table 7B

Education Reference Group (ERG)	Total Districts	Percentage of Districts Based on Their Responses to Questions Regarding Facility Planning and Maintenance									
		Long Range Facility Plan		Implementation of Plan		Equipment Repair/ Replacement		Building Maintenance Plan		Maintenance Implementation	
		Adequate or Better	Inadequate or Missing	Adequate or Better	Inadequate or Missing	Adequate or Better	Inadequate or Missing	Adequate or Better	Inadequate or Missing	Adequate or Better	Inadequate or Missing
		Percentage of Districts		Percentage of Districts		Percentage of Districts		Percentage of Districts		Percentage of Districts	
A	12	100.0%	0.0%	66.7%	8.3%	66.7%	0.0%	75.0%	0.0%	50.0%	0.0%
B	19	100.0%	0.0%	68.4%	0.0%	68.4%	10.5%	94.7%	0.0%	78.9%	0.0%
C	38	84.2%	2.6%	68.4%	2.6%	68.4%	5.3%	81.6%	2.6%	78.9%	5.3%
D	21	90.5%	4.8%	76.2%	9.5%	66.7%	14.3%	71.4%	14.3%	61.9%	19.0%
E	26	65.4%	7.7%	53.8%	7.7%	53.8%	15.4%	80.8%	3.8%	53.8%	15.4%
F	16	75.0%	0.0%	62.5%	0.0%	62.5%	6.3%	81.3%	6.3%	87.5%	6.3%
G	16	56.3%	12.5%	56.3%	12.5%	43.8%	25.0%	75.0%	6.3%	50.0%	12.5%
H	13	69.2%	7.7%	69.2%	0.0%	46.2%	15.4%	69.2%	7.7%	69.2%	0.0%
I	7	71.4%	14.3%	42.9%	28.6%	28.6%	28.6%	85.7%	14.3%	57.1%	14.3%
Totals	168	79.8%	4.8%	64.3%	6.0%	59.5%	11.9%	79.8%	5.4%	67.3%	8.3%

BEST COPY AVAILABLE

Appendix A

Education Reference Groups (ERG)

		GROUP A	
Avon	New Canaan	Simsbury	Wilton
Darien	Redding	Weston	Woodbridge
Easton	Ridgefield	Westport	Region 9
		GROUP B	
Bethel	Glastonbury	Marlborough	South Windsor
Brookfield	Granby	Monroe	Trumbull
Cheshire	Greenwich	New Fairfield	West Hartford
Fairfield	Guilford	Newtown	Region 5
Farmington	Madison	Orange	
		GROUP C	
Andover	Essex	Salisbury	Region 7
Barkhamsted	Hebron	Sherman	Region 8
Bethany	Ledyard	Somers	Region 10
Bolton	Litchfield	Suffield	Region 13
Bozrah	Mansfield	Westbrook	Region 14
Canton	New Hartford	Willington	Region 15
Cornwall	Oxford	Woodstock	Region 17
Deep River	Pomfret	Region 4	Region 18
East Granby	Preston	Region 6	Region 19
Ellington	Salem		
		GROUP D	
Berlin	East Lyme	North Haven	Tolland
Branford	Hamden	Old Saybrook	Watertown
Clinton	Newington	Rocky Hill	Wethersfield
Colchester	New Milford	Shelton	Windsor
Columbia	North Branford	Southington	Region 12
East Hampton			
		GROUP E	
Ashford	Cromwell	Lebanon	Sharon
Brooklyn	Eastford	Lisbon	Union
Canaan	East Haddam	Norfolk	Region 1
Canterbury	Franklin	North Stonington	Region 11
Chester	Hampton	Portland	Region 16
Colebrook	Hartland	Scotland	Woodstock Academy
Coventry	Kent		
		GROUP F	
Bloomfield	Milford	Stonington	Wallingford
Enfield	Montville	Stratford	Waterford
Groton	Naugatuck	Torrington	Windsor Locks
Manchester	Seymour	Vernon	Wolcott
		GROUP G	
Chaplin	North Canaan	Sprague	Thompson
East Haven	Plainfield	Stafford	Voluntown
East Windsor	Plainville	Sterling	Winchester
Griswold	Plymouth	Thomaston	Gilbert Academy
		GROUP H	
Ansonia	East Hartford	Norwalk	Stamford
Bristol	Killingly	Norwich	West Haven
Danbury	Meriden	Putnam	Norwich Free Academy
Derby	Middletown		
		GROUP I	
Bridgeport	New Britain	New London	Windham
Hartford	New Haven	Waterbury	

Appendix B

School Facilities Survey Update
ED050U, Revised August 2000
Statutory Ref: C.G.S. 10-220(a)
as amended by P.A. 00-157

State of Connecticut
Department of Education
School Facilities Unit
PO Box 2219
Hartford, CT 06145-2219

Filing date: October 15, 2000

Completed by: _____ Title: _____

Telephone: _____ Fax: _____

Town: Town code:

School: School code:

Check box if this facility is no longer used for school purposes ☐ Year facility closed: _____

Section 1: Review each item and (1) edit as necessary using EDT system as detailed in enclosed instructions or (2) if filing manually, draw line through any incorrect item and make corrections in red ink.

1 Year of original construction: _____
2 Total square footage: _____
3 Total site acreage: _____
4 Year of last major renovation: _____
5 Number of general classrooms (perm): _____
6 Number of portable classrooms: _____
6a In use since (year): _____
7 Handicapped accessibility (check one):
a) None _____
b) General areas only _____
c) All programs _____
d) All areas _____
8 Major code update since 1988 (Y/N): _____
9 Building capacity: _____

Section 2: Review each item and (1) edit as necessary using EDT system as detailed in enclosed instructions or (2) if filing manually, draw line through any incorrect item and make corrections in red ink.

Building Features: Rating (Scale: 0 = none, 1 = lowest, 4 = highest Please see instructions for detailed explanation)

Dedicated Specialty Areas

10 Art Room(s) _____
11 Music Room(s) _____
12 All-Purpose Room (Gym/Aud/Caf.) _____
13 Gymnasium _____
14 Auditorium _____
15 Cafeteria _____
16 Outdoor Play Area(s) _____
17 Outdoor Athletic Facilities _____
18 Technology in the Classroom _____
19 Science Lab(s) _____
20 Library Media Center _____
21 Language Lab(s) _____
22 Technical/Career Education _____
23 Office/Administrative Space _____
24 Guidance/Student Services _____

Systems

25 Internal Communications _____
26 Technology Infrastructure _____
27 Air Conditioning _____
28 Heating _____
29 Interior Lighting _____
30 Exterior Lighting _____
31 Roadways and Walks _____
32 Plumbing/Lavatories _____

Building Conditions:
Appearance/Upkeep

33 Building Facade _____
34 Grounds/Landscaping _____
35 Classrooms _____
36 Lavatories/Fountains _____
37 Entrance/Hallways _____
38 Lighting/Fixtures _____
39 Cafeteria _____
40 Code Compliance _____

Facility Planning/Maintenance: (Items 41-43a are district-wide and should be completed by the superintendent.)

41 Long-Range Building Plan _____
41a Plan Implementation _____
42 Equipment Repair/Replacement _____
43 Building Maintenance Plan _____
43a Plan Implementation _____

Authorized Signature: _____ Date: _____
(Superintendent of Schools)

Appendix C

CONNECTICUT STATE DEPARTMENT OF EDUCATION
Division of Grants Management

Instructions

School Facilities Survey Update (ED050U) and School Facilities Survey (ED050)

General:

The **ED050U** is an update form which includes data provided by school districts during our last survey. Please review each response and edit as necessary. If filing manually, draw a line through any incorrect response, make correction in red ink, and return to the School Facilities Unit.

The **ED050** is a blank form which is to be used for filing data on a facility for which a form ED050U has not been included. Please refer to the attached item descriptions and complete the survey accordingly.

The ED050 is available on our website: www.state.ct.us/sde/dgm/formsinst/forms.htm

If using the Electronic Data Transfer (EDT) system to **file either form**, after logging on, make the following selections to arrive at the data entry system:

select option #3 (Division of Grants Management) from the main menu;
select option #5 (School Construction System); and
select option #4 (School Facilities Survey).

If you have any questions regarding the facility items, please contact David Wedge at david.wedge@po.state.ct.us or (860) 566-2222. For technical assistance with online modifications, contact Bonne Pathman at bonne.pathman@po.state.ct.us or (860) 566-8196.

ED050U Town/School Section:

Note: If you receive a form ED050U for a facility that is no longer being used for school purposes, an item has been included to indicate the year the facility was taken off line. No other items need to be completed for such a facility.

Section 1: Do not consider planned activities or projects in process unless the work is substantially complete. The State Department of Education (SDE) will use current school facilities project records to account for improvements in progress.

Section 2: Each item in Section 2 of this survey is to be rated on a scale of 1, 2, 3 or 4, where a score of 1 is lowest and 4 is highest. In addition, use a zero (0) to indicate a feature that does not exist at all within your facility.

In general, a score of 1 should mean that a particular feature or system as it exists is inadequate to meet even the minimal needs of the facility.

A score of 2 should indicate a feature or system that meets minimal conditions but is not dependable, breaks down frequently, may be cramped or has other limitations. In other words, it is a feature or a system that would require some upgrading to be considered adequate.

A score of 3 should mean a feature or a system that reasonably accommodates the needs of the school, is most often in good condition, and generally meets some, but not all, of the characteristics of an excellent accommodation.

A score of 4 should be reserved for items that meet all the reasonable needs of the facility pertaining to that item. We have provided a description of what we would expect each item to include to qualify for a rating of 4. In many cases, the description includes one or more relatively minor enhancements to what otherwise is a good feature or system. This is done intentionally to convey the idea that a 4 rating should be used only for features or systems that go well beyond adequate. We would not anticipate many schools receiving ratings of 4 in most categories unless the facility is new, has undergone extensive renovations, or has been updated and maintained at a very high level over the years. It is more likely that good facilities will have some 4 ratings, but mostly 3s. We would tend to view a facility with an average rating on all items of around 3 as a quality facility.

Essentially, the scale translates into a rating of 4 = excellent, 3 = good, 2 = fair, 1 = poor, and 0 = missing. If there are any special or dedicated purpose rooms (art, music, science lab, etc.) that are not currently being used for their designed purpose, please indicate a '0' in the section which refers to that once dedicated space.

Section 1:

1. Year of original construction:
   Use the year that all, or most, of the facility that is used for classrooms was originally constructed.

2. Total square footage:
   Indicate the total facility square footage **exclusive of portable classrooms**. Also, include floor area that may be allocated to district central administrative offices.

3. Total site acreage:
   Indicate the total acreage allocated to this facility. In situations where several schools share a common site, a portion of the total site acreage should be allocated to each school.

4. Year of last major renovation:
   Indicate the year in which you completed the last major renovation of the existing facility. If a new wing was added but there was no major renovation of the existing facility as part of the addition project, do not use this date.

5. **Number of general classrooms (permanent):**
→ **Indicate the number of general classrooms that may be used for general classroom instruction. Do not include specialty rooms such as science labs, choral rooms, gymnasium, auditorium, etc. This item was not included on the 1993 survey and therefore will need to be completed in all cases.**

6. Number of portable classrooms:
   Please provide the number of classrooms housed in portable (a.k.a. relocatable or temporary) buildings. This is not necessarily the number of portable buildings, as multiple rooms may be in a single building.

6a. In use since (year):
   Please provide the year in which most of the portable buildings were installed.

7. Handicapped accessibility (check one):
   None: The facility has essentially no access for persons with disabilities.

   General areas: General building access is available to the main offices, auditorium and similar areas. However, at least some academic programs offered at the facility are not accessible to persons with disabilities.

   All programs: Although all *areas* of the facility may not be accessible, accommodations have been made so that all *programs* may be offered in accessible areas.

   All areas: All areas of the facility are accessible to persons with disabilities.

8. Major code update since 1988 (y/n):
   Has the facility undergone an upgrade since 1988 to bring the facility into *full conformity* with the codes (building, fire, ADA, OSHA, health.) Projects to address partial conformity do not qualify.

9. Building capacity:
   Please provide the capacity of the facility. Present capacity may differ significantly from the original designed capacity due to changes in use and other modifications over the years. Respondents should be able to explain the derivation of the capacity figure provided.

Section 2:

Building Features:
Dedicated Specialty Areas

10. Art Room(s):
    There is a complete art program with a dedicated art room to accommodate either individual or small group projects and specialized equipment. The lighting is brighter than in most other instructional spaces, and water and sinks are provided. There is adequate storage for supplies and ongoing projects.

11. Music Room(s):
    There is separate dedicated space designed for the music program, both choral and instrumental, with acoustic treatment. There is adequate storage space for sheet music and instruments, along with practice rooms.

12. All-Purpose Room (Gym/Aud/Caf):
    There is a general purpose room that serves as any combination of gymnasium, auditorium and cafeteria. If there is such as room, you must answer with a '0' for any dedicated room listed below that is served by the all-purpose room.

13. Gymnasium(s):
    The school has gymnasium facilities with sufficient space to accommodate equal programs. Middle and high schools should also include shower and locker facilities. Adequate equipment for the appropriate grade range is available, along with sufficient storage space.

14. Auditorium:
    The school has an auditorium with fixed seating for at least one-half of the enrollment, with the capacity to do theater productions as well as vocal and instrumental performances.

15. Cafeteria:
    There is a cafeteria that seats at least one-third of the enrollment (for elementary schools) or one-fourth of the enrollment (for middle and high schools). Kitchen, serving and seating areas are well equipped and provide a comfortable dining environment.

16. Outdoor Play Areas (Elementary Schools):
    There is up-to-date equipment in safe condition, age appropriate, isolated from traffic, well drained, and of sufficient size to meet school program and enrollment. Play area may be municipal if adjacent to the school.

17. Outdoor Athletic Facilities (Middle and High Schools):
    The playing fields meet the requirements of a complete interscholastic athletic program and are maintained in playing condition with adequate spectator and competitor accommodations. Athletic facilities may be those of the municipality and may be in a separate location from the school, except that off-site facilities should not be rated a 4 unless they are complemented by on-site facilities that properly support physical education instruction and intramural sports.

18. Technology in the Classroom:
    Technology in use in all classrooms with multiple workstations, Internet access, LAN/WAN in place. Focus is on the equipment, software and system access in place in the classroom. Stand-alone computer lab warrants a 2 rating only.

19. Science Lab(s):
    The school has sufficient teaching and laboratory space, equipped for biological, physical and earth science programs (elementary schools) or for earth science, biology, chemistry and physics (middle and high schools). Adequate prep rooms including appropriate water and gas fixtures and proper storage for hazardous materials with appropriate ventilation.

20. Library Media Center:
    Has sufficient space to accommodate an adequate print, nonprint and electronic collection of materials, seating for instructional and study purposes, technology workstations, circulation, work area and storage.

21. Language Lab(s):
    The school has dedicated language lab(s) which are multi-media areas enabling students to communicate through video, voice and data systems, as well as to record on an interactive basis.

22. Technical/Career Education:
    There is sufficient space, wired with voice, video and data technology, to teach and learn the content of technology education for the appropriate grade range. The space, consisting of both classroom and laboratory areas, is equipped with design tools, fabrication tools and materials essential to offering hands-on experiences in transportation, manufacturing, communication and construction systems. Facilities must also include all health and safety systems required by federal, state and local regulations.

23. Office/Administrative Space:
    The school contains sufficient space to accommodate the school administration, including an efficient waiting and general office area with close proximity to main entrance of school. Offices are well planned, clean and quiet so as to present a professional educational atmosphere and include technology infrastructure (e.g. voice, data, video connections).

24. Guidance/ Student Services:
    The school maintains guidance offices where counselors can meet with students in a confidential atmosphere that is clean, quiet and uncluttered. Student services, where provided, are in a central area with material presented in an attractive and orderly manner and include technology infrastructure.

Systems

25. Internal Communications:
    The facility has an intercom system enabling communication with all academic and administrative areas of the school individually and collectively. All classrooms have capacity to communicate with the principal's office and have access to an outside telephone line.

26. Technology Infrastructure:
    Complete facility access to voice, video and data transmission including all classrooms and administrative areas. Appropriate wiring for multiple computer workstations and other electronic equipment in all program areas. Focus is on facility capacity to accommodate state-of-the-art hardware and access to Internet, etc., even if not presently installed and in use.

27. Air Conditioning:
    All instructional and student support service areas are air conditioned, as well as administrative areas. System works to keep the building comfortable throughout the cooling season. (If only administrative offices are air conditioned, this category should be responded to with a '0'.)

28. Heating:
    Fully operational heating system with zoned controls that allow for regulation in each classroom and office area. System works to keep the building comfortable throughout the heating season.

29. Interior Lighting:
    All instructional areas are well lit with an appropriate combination of natural and artificial light. All hallway, lavatory and other common areas have appropriate lighting that is consistently in working order.

30. Exterior Lighting:
    Exterior facade, walkways, roadways and parking areas have proper lighting that provides complete coverage of these areas for nighttime use. There are no dark or unlit areas around the perimeter of the building.

31. Roadways and Walks:
    All walks and paved areas are free of potholes and caved-in areas, are properly marked for traffic control and pedestrian safety, and are graded for handicapped accessibility.

32. Plumbing/ Lavatories:
    Plumbing is up to modern standards throughout the building with sufficient lavatories for students and staff, shower facilities in the locker rooms, sinks as needed in specialty classrooms, kitchen areas, drinking fountains, maintenance areas including external water supply fixtures.

Building Conditions:
Appearance / Upkeep

33. Building Facade:
    The facility is in sound condition, and there are no broken windows. The exterior is clean, bright, neat in appearance and free of graffiti, damage and vandalism. Instances of graffiti, damage and vandalism are promptly corrected.

34. Grounds/Landscaping:
    Areas are routinely kept free of litter and debris, lawns and shrubs are regularly trimmed, and all lawns/grass areas are fully covered. There should be some provision for green space and plantings that are appropriate to the site.

35. Classrooms:
    The classrooms are adequate in number and size for the programs offered. All casework, ceilings, walls and floor coverings are clean, neat and without damage. All windows are operable, and the rooms are regularly cleaned. There should be ample closet/shelf space for storage of instructional materials, and bulletin boards, chalkboards, etc. sufficient to display student work and other materials for instructional use.

36. Lavatories/Fountains:
    There is an adequate supply of safe drinking water, and all fountains are operational. All lavatories are clean, partitions, doors and fixtures are intact and functional to provide privacy. Adequate supplies are provided.

37. Entrance/Hallways:
    Main entrance is highly visible to visitors. Entry way is attractive, clean, neat and welcomes people to the school. The area is free of graffiti, damage and vandalism. Lockers are uniform and functioning. All surface coverings (walls, ceilings and floors) are clean, neat and uniform.

38. Lighting/Fixtures:
    Fixtures, including emergency lighting, are working and, when necessary, are repaired without undo delay. The fixtures are energy efficient and are controlled by an energy management control system.

39. Cafeteria:
The cafeteria is clean, neat, bright and free from graffiti, damage and vandalism.

40. Code Compliance:
All programs, including outdoor athletic facilities and play areas, are fully accessible to persons with disabilities. The entire facility is in full compliance with State building, fire, OSHA and health codes. There are automatic fire sprinklers throughout the facility. (Although not mandated by code, sprinklers and detection devices would be a significant component of a 4 rating on this item.)

Questions 41-43a are district-wide and should be completed by the superintendent.

Facility Planning / Maintenance

41. Long-Range Building Plan:
District-wide plan that is complete and up to date, projects out at least five years, and has been recognized by both the town and the school board as the official plan.

41a. Plan Implementation:
Plan implementation is on schedule with necessary projects underway or imminent. Needed funds are most always approved.

42. Equipment Repair/Replacement:
District has a written plan for the repair and replacement of equipment based on useful life and other appropriate factors. Plan covers all major plant and operational equipment, is most often followed in the fiscal planning of the board, and is most often funded at a reasonable level.

43. Building Maintenance Plan:
District has a written building maintenance plan which includes general cleaning schedules, major cleaning schedules, service system maintenance schedules for all major building components including roofs. Plan takes into account fiscal cycles and prioritizes activities to accommodate funding constraints.

43a. Plan Implementation:
High level of implementation with reasonable funding in each annual board budget and town appropriation.

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

ERIC Educational Resources Information Center

REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: Annual Report on the Condition of Connecticut's Public Schools	
Author(s): ~~Wedge, David~~ Connecticut State Department of Education	
Corporate Source: Connecticut State Dept. of Education	Publication Date: 2001

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Level 1 ☑

Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy.

The sample sticker shown below will be affixed to all Level 2A documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

Level 2A ☐

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only.

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Level 2B ☐

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only.

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here, please

Signature: Marsha J. Howland	Printed Name/Position/Title: Marsha J. Howland, Director of Publications
Organization/Address: Connecticut State Department of Education, 165 Capitol Ave, Hartford, CT 06106	Telephone: 860-713-6523 FAX: 860-713-7038
	E-Mail Address: marsha.howland@po.state.ct.us Date: 7/2/02

(Over)

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, *or*, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
4483-A Forbes Boulevard
Lanham, Maryland 20706

Telephone: 301-552-4200
Toll Free: 800-799-3742
FAX: 301-552-4700
e-mail: info@ericfac.piccard.csc.com
WWW: http://ericfacility.org